DOCUMENT RESUME

ED 204 693 CG 015 312

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TITLE A Survey of Attitudes and Knowledge About Homosexuality Among Secondary School Teachers in Training.
PUB DATE 5 Aug 80
NOTE 96p.: Master's Thesis, Southern Methodist University, TX.
AVAILABLE FROM Dallas Gay Alliance, P.O. Box 35011, Dallas, TX 75235.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS College Students; Demography; *Education Majors; Etiology; Higher Education; *Homosexuality; *Religious Factors; Self Concept; *Student Attitudes; *Student Characteristics; Student Teacher Relationship; Teacher Influence; *Teacher Role

ABSTRACT

Many college students are either misinformed or unaware of certain aspects of homosexuality. A survey of university students enrolled in undergraduate teacher preparation programs indicated that nearly half agreed that teachers who have negative attitudes toward homosexuality should be able to request that a homosexual student enroll in another class. Examination of the students' attitudes and knowledge about the etiology of homosexuality and its relationship to education revealed that individuals who were most liberal and most knowledgeable about homosexuality tended to be from higher socio-economic backgrounds, were non-christian, had lower religious interests, lived in urban areas, and attended a private university. The findings suggest that because teachers can provide valuable guidance about sexuality to students, future teachers should receive training to meet the challenge of homosexuality in educational settings. (Author/JAC)

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ED204693

A SURVEY OF ATTITUDES AND KNOWLEDGE ABOUT HOMOSEXUALITY AMONG SECONDARY SCHOOL TEACHERS IN TRAINING

A Thesis Presented to the Graduate Faculty of
the School of Humanities and Sciences
of
Southern Methodist University
in
Partial Fulfillment of the Requirements
for the degree of
Master of Education
with a
Major in Secondary Education
by

Donald F. Baker
(B.S., State University of New York, Cortland, 1975)

August 5, 1980

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ACKNOWLEDGEMENTS

To Almighty God, whose help, strength, presence sustained me while I prepared this work.

To Mr. and Mrs. J. W. Baker, my beloved parents, who gave me the love, support and concern needed to complete this project.

To Dr. William W. Beck, my primary advisor, who helped me to make order out of what seemed to be chaos at times, and for helping me to acquire the fellowship at S.M.U. and in turn pursue this thesis.

To Dr. Marion Sobel, whose expertise in computers and statistics helped make this work scientific and believable.

To Dr. William H. Tedford, for his "fine tuning" advice in structural and grammatical composition.

To Robert Borys, who helped me prepare the card formats for my computer runs.

To Bonnie Jordan, for the hours she labored in typing this project.

CHAPTER I

THE PROBLEM

The role of the modern school teacher is a most demanding and complex one. Traditionally they are assumed to be a "subject matter specialist, a resource specialist, a clerk, a disciplinarian, a supervisor, an innovator, a stimulator, and a lecturer"[1] In addition, today's society often views teachers as adjutants of social change, as counselors to deal with drug and family problems, and as systems analysts to respond to the growing demands of accountability. There is also the ever present need to be kept informed on new theories and educational issues that relate to their profession. One such current issue is homosexuality, the subject of this thesis. Novel problems are surfacing regarding the roles of gay teachers, the rights of gay students, and the nature of sex-related content in the curriculum. Several important--and yet undocumented--educational questions are: How informed are preservice teachers on this subject? What are the attitudes of preservice secondary school teachers toward gay adolescents? The research of this pioneering study may provide educators with some interesting and provocative information. Further research

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[1]William W. Beck, "A Differentiated Staffing Proposal for a Selected Non-Graded, Suburban Elementary School," Master's Thesis, The University of Akron, 1971, p. 1.

will obviously be necessary to provide more complete answers to these significant questions.

Statement of the Problem

Granted that the development and sexual orientation of students must concern teachers, the purpose of this study is to describe the attitudes and knowledge about homosexuality among preservice secondary school teachers. This is done by measuring responses to questions that pertain to the etiology of homosexuality, its potential to be viewed as healthy, its relationship to education and the teaching profession, and myths that surround the issue. Furthermore, the writer will correlate these responses with sexual orientation, gender, major teaching field, religious affiliation, religious interest, socio-economic status, population of hometown, previous exposure to a human sexuality course where homosexuality was discussed, and attendance at a private or state university.

Need for the Study

This study is needed in the field of education today for several reasons. First, teachers working with adolescents need to be informed of emerging teenage sexual conduct and developing sexual orientation. Homosexuality in adolescents is one dimension of this sexuality that deserves attention. A significant number of adolescents have engaged in homosexual activity on an "experimental basis," and an even smaller number are already of a homosexual orientation

and might be described as "gay."

Secondly, as will be discussed in the next chapter, there is a scarcity of literature which might enable the secondary school teacher to be better informed about homosexuality as it relates to education and to better understand the concerns and problems of the gay student. The results of this void have potentially negative consequences, i.e., misinformation and ignorance among teachers about homosexuality could lead to disharmony in the community, unrest among the faculty of a school, and unhealthy relationship between teacher and student. To remedy this problem, preservice and inservice teachers need to participate in programs that discuss homosexuality and the gay student.

Before these problems can be solved, an effort must be made to document the depth and breadth of such ignorance on the subject. This thesis attempts to perform such a function.

Definition of Terms

1. Homosexual (in terms of a person) = A person whose primary emotional and erotic attraction is toward another person of the same gender.

2. Homosexual (in terms of behavior) = "Any overt sexual activity between members of the same sex."[2]

3. Heterosexual (in terms of a person) = A person whose primary psychological, emotional and erotic attraction is toward a person of the opposite sex.

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[2]Gary F. Kelly, Sexuality: The Human Perspective (Woodbury, New York: Barron's, 1980), p. 112.

4. Heterosexual (in terms of behavior) = "One who is predominantly sexually aroused by members of the opposite sex."[3]

5. Bisexual (in terms of a person) = A person who is equally attracted, emotionally, psychologicall, and eroticall, to members of both sexes.

6. Gay = "A homosexual person is gay when he/she regards himself/herself as happily gifted with whatever capacity he/she has to see people as romantically beautiful. . . . It is to be free of shame, guilt, regret over the fact that one is homosexual."[4]

7. Homosexual experience = Any overt sexual contact between members of the same sex.

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[3]Ibid.

[4]George Weinberg, Society and the Healthy Homosexual (New York: St. Martin's, 1972), p. 70.

CHAPTER II

REVIEW OF THE LITERATURE

Limited Educational Literature About Teaching as Related to Homosexuality in Adolescents

In an effort to develop a comprehensive review of the literature to supplement this survey, a computer search of ERIC and Psychological Abstracts was conducted to determine what relevant journal articles, books, and essays were available concerning education and homosexuality, particularly secondary school teachers as they interact with gay adolescents. The computer print-out disclosed 270 such documents. A closer analysis of the abstracts, however, revealed that most of the entries did not pertain to the issue at hand. In fact, out of the 270 articles, only one dealt directly with the issue of teachers and their gay students,[5] a paper presented at the annual meeting of the College English Association in which gay college students were discussed. The majority of the 269 documents were not related to homosexuality and education at all, but pertained to general sociological and psychological considerations of homosexuality. Those manuscripts

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[5]Louie Crew, "The Faggot in the Woodpile: Teaching Gay Students," Paper presented at the Annual Meeting of the College English Association (6th, Atlanta, Georgia, April 10-12, 1975).

relating to education were concerned with (1) gay teachers (e.g., Elam,[6] Kirkendall,[7] Schrag,[8] Merrow,[9] Heckinger,[10] Trent,[11] Middleton[12]), (2) gay college students (Brown,[13] Nuehring,[14] Gibbs and McFarland[15]), (3) adolescent homosexuality (Diepold and Young,[16]

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[6]Stanley M. Elam, "Homosexual Teachers: The Hidden Minority," Phi Delta Kappan, Vol. 59, No. 2 (1977), p. 82.

[7]Lester Kirkendall and Len Tritsch, "Educational Implications of the Dade County Imbroglio," Phi Delta Kappan, 1977, Vol. 59, No. 2, pp. 94-97.

[8]Schrag, Peter, "Education Now," Saturday Review, November 1977, pp. 53-54.

[9]John Merrow, "Gay Sex in the Schools," Parent's Magazine, September 1977, pp. 66, 100, 106.

[10]Grace and Fred M. Heckinger, "Should Homosexuals Be Allowed to Teach," McCalls, March 1978, pp. 100, 160-163.

[11]Michael Trent, "On Being a Gay Teacher; My Problems--and Yours," Psychology Today, April 1978, p. 1936.

[12]Thomas H. Middleton, "Choice of Life-Style, Satur- Review, April 1978, p. 99.

[13]Douglas F. Brown, "The Health Service and Gay Students," Journal of the American College Health Association, Vol. 24, No. 5, pp. 272-73.

[14]Elane M. Nuehring, et al., "The Gay College Student: Perspectives for Mental Health Professionals," Counseling Psychologist, Vol. 4, No. 4, pp. 64-72.

[15]Annette Gibbs and Arthur C. McFarland, "Recognition of Gay Liberation on the State-Supported Campus," Journal of College Student Personnel, Vol. 15, No. 1, pp. 4-7.

[16]John Diepold, Jr. and Richard David Young, "Empirical Studies of Adolescent Sexual Behavior: A Critical Review, Adolescence, Vol. 14, No. 53 (Spring 1979), pp. 45-64.

Gadpaille,[17] Glasser,[18] Kremer and Rifkin,[19] Kremer, et al.,[20] Manosevitz,[21] Roesler and Deisher,[22] Sobel,[23] Symonds[24]), (4) legal aspects of homosexuality in schools (Rausch,[25] Brooks, et al.[26]), and (5) instructional units

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[17]W. J. Gadpaille, "Homosexuality in Adolescent Males," Journal of the American Academy of Psychoanalysis, Vol. 3, No. 4 (October 1975), pp. 361-71.

[18]Mervin Glasser, "Homosexuality in Adolescence," British Journal of Medical Psychology, Vol. 50, No. 3, pp. 217-225.

[19]Malvina W. Kremer and Alfred H. Rifkin, "The Early Development of Homosexuality: A Study of Adolescent Lesbians," American Journal of Psychiatry, Vol. 126, No. 1 (1969), pp. 91-96.

[20]Ellen R. Kremer, D. G. Zimpfer and T. T. Wiggers, "Homosexuality, Counseling and the Adolescent Male," Personnel and Guidance Journal, Vol. 54, No. 2 (October 1975), pp. 95-99.

[21]Martin Manosevitz, "The Development of Male Homosexuality," Journal of Sex Research. Vol. 8, No. 1 (February 1972), pp. 31-40.

[22]Thomas Roesler and Robert W. Deisher, "Youthful Male Homosexuality: Homosexual Experience and the Process of Developing Homosexual Identity in Males Aged 16 to 22 Years," Journal of the American Medical Association, Vol. 219, No. 8 (February 1972), pp. 1018-1023.

[23]Harry J. Sobel, "Adolescent Attitudes Toward Homosexuality in Relation to Self-Concept and Body Satisfaction," Adolescence, Vol. 11, No. 43 (Fall 1976), pp. 443-453.

[24]Martin Symonds, "Homosexuality in Adolescence," Pennsylvania Psychiatric Quarterly, Vol. 9, No. 2 (1969), pp. 15-24.

[25]Fred W. Rausch, Jr., "Gay Liberation and the Public Schools," in Current Trends in School Law (Topeka, Kansas: National Organization on Legal Problems of Education, 1974).

[26]Kenneth W. Brooks, "Homosexuality, the Law, and Public Schools," in M. A. McGhehey, ed., School Law Update (Topeka, Kansas: National Organization on Legal Problems of Education, 1978).

on homosexuality (Greenberg,[27] Nagorski[28]). The only source of information about gay students for teachers may be what was reported in news articles about two male students who brought their same sex "dates" to the senior prom (Dallas Morning News[29, 30]).

Though not listed in the major indexes, the Gay Task Force of the American Library Association has produced two audio tapes relative to gay issues and students in the schools.[31] Also, recent textbooks used in college courses of educational and adolescent psychology (Adams,[32] Conger,[33] Dacey[34]) highlight

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[27]Jerrold S. Greenberg, "A Study of Personality Change Associated with the Conducting of a High School Unit on Homosexuality," The Journal of School Health, Vol. 45, No. 7 (1975), pp. 394-398.

[28]Alec P. Nagorski, "Understanding the Male Homosexual Experience: Grades 11, 12," EDRS, ED143942 (Apr. 28, 1977).

[29]Dallas Morning News, "People," May 24, 1979, p. 2A.

[30]Ibid., May 29, 1980, p. 21A.

[31]"Gay Teachers Resources," Revised June 1980 (Philadelphia: Gay Task Force, American Library Association).

[32]James F. Adams, Understanding Adolescents (Boston: Allyn & Bacon, Inc., 1980), pp. 283-284.

[33]John Janeway Conger, Adolescence and Youth (New York: Harper & Row, 1973), pp. 269-280.

[34]John S. Dacey, Adolescents Today (Santa Monica: Goodyear Publishing Co., Inc., 1979), pp. 215-220.

the issue of homosexuality as they discuss teenage sexuality in general.

Missing from the literature, though, are articles in major educational journals and publications which present any studies or discussions about understanding homosexuality and/or the gay student. This shortage of literature seems curious in light of three significant facts: (1) recent studies and documentation about homosexuality among teenagers and the "gay adolescent" (their unique problems and concerns) has increased significantly in the last decade, (2) non-teaching professions are confronting the issue of homosexuality as it relates to their respective fields, and (3) general society has increased its interest in homosexuality and gay people.

Literature on the Gay Adolescent. Scholars in the field of psychology, the social sciences, and human sexuality reveal that adolescent homosexuality, with its special concerns and problems, is indeed a reality. Several studies explain the emergence of a gay identity during adolescence among certain teenagers (Troiden,[35] de Monteflores,[36] Roesler and

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[35]Richard R. Troiden, "Becoming Homosexual: A Model of Gay Identity Acquisition," Psychiatry, Vol. 42 (November 1979), pp. 362-373.

[36]Carmen de Monteflores, "Coming Out: Similarities and Differences for Lesbians and Gay Men," Journal of Social Issues, Vol. 14, No. 3 (1978), pp. 59-71.

Deisher,[37] Fisner[38]). Gadpaille[39] and Glasser[40] discuss the degrees of homosexual activity in adolescents. Dasher[41] Gilberg,[42] Brown[43], and Kremer, et al.[44] analyze the unique problems associated with gay adolescents.

In terms of numbers, Sorenson,[45] in his study of adolescent sexuality, found that 11% of the boys and 6% of the girls had at least one active homosexual experience. In Haas' study,[46] 11% of the girls and 14% of the boys

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[37]Thomas Roesler and Robert W. Deisher, op. cit.

[38]Peter Fisher, The Gay Mystique (New York: Stein and Day, 1972), p. 37.

[39]Gadpaille, op. cit.

[40]Glasser, Mervin, op. cit.

[41]Douglas Dasher, "Sexual Identity Confusion in Late Adolescence: Therapy and Values," Psychotherapy: Theory, Research and Practice, Vol. V, No. I (1977), pp. 12-17.

[42]Arnold L. Gilberg, "Psychological Considerations in Treating Homosexual Adolescents," The American Journal of Psychoanalysis, Vol. 28 (1978), pp. 355-358.

[43]Donald A. Brown, "Counseling the Youthful Homosexual," The School Counselor, Vol. 33, No. 5 (May 1975), pp. 325-333.

[44]Kremer, E. R., et al., op. cit.

[45]Robert C. Sorenson, Adolescent Sexuality in Contemporary America (New York: World Publishing, 1973).

[46]Aaron Hass, Teenage Sexuality (New York: Macmillan Publishing Co., Inc., 1979).

admitted similar sexual activities. Kinsey, Pomeroy and Martin[47] reported that 37% of all males had experienced homosexual contact to the point of orgasm before the age of 19. While the majority of this adolescent homosexual contact was "experimental" in nature, 2% to 3% of this number had a fairly clear homosexual orientation already established (Sorenson,[48] Hass,[49] Chilman[50]). Relevant to these findings most authorities now believe that a person's sexual orientation is indeed established early in life (Calderone[51]), a finding made even more clear by the study of Jay and Young.[52] They discovered that 64% of all adult gay females and 84% of all adult gay males knew they were homosexual by the age of 19. Sagir and Robbins[53] report similar findings.

While 2% to 3% may seem like a low number, "when

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[47]Alfred C. Kinsey, W. B. Pomeroy, C. F. Martin, Sexual Behavior in the Male (Philadelphia: Saunders Co., 1948).

[48]Sorenson, op. cit.

[49]Hass, op. cit.

[50]Catherine S. Chilman, Adolescent Sexuality in a Changing American Society (U. S. Department of Health, Education and Welfare, DNEW Publication #NIH79-1426, 1978), pp. 97-101.

[51]Mary Calderone, "Letters," New York Times, June 15, 1977, p. A20.

[52]Karla Jay and Allen Young, The Gay Report (New York: Summit Books, 1977).

[53]Marcel T. Sagir and Eli R. Robbins, Male and Female Homosexuality (Baltimore: Williams and Wilkins Co., 1973).

projected to the total of all adolescents we are speaking of many thousands of boys [and girls]. Whatever problems are caused for them as a result of their homosexual behavior will inevitably generate additional personal hurt and dissidence in our society."[54] Conger agrees with this statement when he says, "These young people are . . . on the whole more likely to need more understanding and support from those closest to them, not less."[55]

In beginning to understand this need for support, literature reveals the crucial element of "identity crises" so commonly identified with adolescent development in general.[56] Conger states, "Unless the adolescent can somehow achieve a clear sense of personal identity he or she will become a rudderless ship, changing courses with each passing move."[57] Closely linked to personal identity crisis is the adolescent need to resolve their sexual identity. As Conger states, "Sexual identity conflicts are likely to create significant problems,"[58] perhaps because "nothing is more dramatic or

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[54]Sorenson, op. cit., p. 284.

[55]John Conger, Adolescence (New York: Harper & Row, 1979), p. 65.

[56]Erik H. Erickson, Identity--Youth and Crisis (New York: W. W. Norton and Co., Inc., 1968).

[57]Conger, op. cit., p. 13.

[58]Ibid., p. 14.

more challenging to the adolescent's emerging sense of ego identity, than the hormonally induced increase that takes place in sexual drive and the unfamiliar, frequently unpredictable and mysterious sensations and impulsions."[59] This information becomes especially relevant when significant documentation is available about the extreme emotional turmoil experienced by gay adolescents.

Gay adults, for example, in recalling their high school years, often document such turmoil.

> I remember when I was in high school and first sorted out where I was heading. I felt very much alone, and I didn't know that it is something that is all right. I didn't know that there are many other people who are just like me. I did discover another boy in my senior year who was gay and who had respect for me. That was the first time I knew I was not alone. Before that it was really tough.[60]

> It really hit me at age 12. I began to have strong sexual feelings for girls and suspected I was a lesbian. Still I wondered if lesbians really existed at all, since no one spoke of their existence. I suspected that homosexuals in general were mostly fictional and few existed, so few that I might live out my whole life alone, never meeting one, especially since they would also be "in the closet." I was very sad and lonesome and wondered why I could not have these feelings for boys. I dared not speak of this to anyone. I feared what might happen. I might be branded as a freak--the only one in Texas--locked up or something bad.[61]

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[59]Quoted in Conger, op. cit., but is itself taken from E. A. Douvan and J. Adelson, The Adolescent Experience (New York: Wiley, 1966), p. 108.

[60]Dacey, op. cit., p. 219.

[61]Jay and Young, op. cit., p. 57.

High school counselors, in working closely with gay students, report how these young people must deal with the "normal" developmental problems as well as the harangue of "fag jokes," physical abuse of heterosexual youth and fear of facing a hostile world as a gay adult.[62] Tartagni[63] also reveals, through her first-hand experience, the enormous problems in helping gay students deal with "self-dislike" and a sense of "worthlessness." Norton believes that "the gay student in a typical high school is perhaps the loneliest person in the country."[64]

Another specialist reports that "the depth of revulsion toward homosexual activity in our society is such that there are few places a young person can turn to discuss his problems without being condemned."[65] Psychologist Don Clark agrees:

> Gay kids do not know how or where to find validating information. They rarely feel they can turn to family because they fear rejection. Their Gay peers are invisible. They get bac ideas about themselves in libraries that have old books. They cannot even approach known Gay adults in Gay organizations. The legal risks for the Gay adult who reaches out to help a Gay child are extreme; caring can easily be

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[62]Joseph L. Norton, "The Homosexual and Counseling," Personnel and Guidance Journal, Vol. 54, No. 7 (March 1976), pp. 375-377.

[63]Donna Tartagni, "Counseling Gays in a School Setting," The School Counselor, Vol. 26, No. 1, pp. 26-33.

[64]Norton, op. cit., p. 376.

[65]Roesler and Deisher, op. cit., p. 1023.

> interpreted as impairing the morals or contributing to the delinquency of a minor. . . . Gay children are quite literally depending on you for their lives.[66]

Homosexuality and Non-Teaching Professions. While educators may be delinquent in coming to terms with homosexuality as it relates to their profession, the literature reveals that other "help professions" have not. Attitude surveys have been done among physicians (Morris[67]), mental health professionals (Fort[68]), psychiatric nurses (White[69]), and graduate counseling students (Thompson and Fishburn[70]). These surveys were considered important because of the unique characteristics of the relationship established between these professionals and their clients. Many believe that persons in these professions should be in touch with their own feeling so as to deal fairly and openly with gay clients. Research does not reveal any such similar surveys for secondary school teachers.

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[66]Don Clark, Loving Someone Gay (Millbrae, Calif.: Celestial Arts, 1977), p. 171.

[67]P. A. Morris, "Doctors' Attitudes to Homosexuality," British Journal of Psychiatry, Vol. 122 (1973), pp. 135-136.

[68]John Fort, C. M. Steiner and F. Conrad, "Attitudes of Mental Health Professionals toward Homosexuality and Its Treatment," Psychological Reports, Vol. 39 (1971), pp. 347-350.

[69]Terri A. White, "Attitudes of Psychiatric Nurses toward Same Sex Orientations," Nursing Research, Vol. 28, No. 5 (September-October), pp. 276-280.

[70]George Thompson and William Fishburn, "Attitudes toward Homosexuality among Graduate Counseling Students," Counselor Education and Supervision, Vol. 17 (December 1977), pp. 121-130.

A number of articles have appeared as well in professional journals of social work (Dailey,[71] Tully and Albro,[72] Berger[73]), medicine (Donnelly,[74] Maurer[75]), nursing (Braverman,[76] Pettyjohn[77]), and counseling (Haynes,[78] Norton[79]) to enable people in these professions to better understand homosexuality in general and how it relates to their respective fields.

Interest in Society as a Whole about Homosexuality. Other areas of society have also shown great amounts of interest in the subject of homosexuality as evidenced by the amount of research and debate that has been conducted over

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[71]D. M. Dailey, "Legitimacy and Performance in the Gay Relationship: Some Intervention Alternatives," Journal of Social Welfare, Vol. 4, Nos. 2 & 3 (1977), pp. 81-88.

[72]C. Tully and J. C. Albro, "Homosexuality: A Social Worker's Improglio," Journal of Sociology and Social Welfare, Vol. 6, No. 2 (1979), pp. 154-167.

[73]R. M. Berger, "An Advocate Model for Intervention with Homosexuals," Social Work, Vol. 22, No. 4 (1977), pp. 280-283.

[74]F. C. Donnelly, "The Doctor and the Homosexual," New Zealand Medical Journal, Vol. 83 (1976), pp. 322-324.

[75]Tom B. Maurer, "Health Care and the Gay Community," Postgraduate Medicine, Vol. 58, No. 1 (July 1975), pp. 127-130.

[76]Shirley L. Braverman, "Homosexuality," American Journal of Nursing, Vol. 73, No. 4 (April), pp. 652-655.

[77]Rodger D. Pettyjohn, "Health Care of the Gay Individual," Nursing Forum, Vol. 18, No. 4 (1979), pp. 367-393.

[78]Alphonso W. Haynes, "The Challenge of Counseling the Homosexual Client," Personnel and Guidance Journal, Vol. 56, No. 4 (December 1977), pp. 243-246.

[79]Norton, op. cit.

the last 10 to 15 years. A topic which at one time required minimal space to list relevant journal articles and books in leading indexes (Psychological Abstracts, Eric, and Medicus Index) now takes two or three columns. In 1969 the National Institute of Mental Health commissioned a study to be done on homosexuality. Especially revealing in this study was their finding that

> Homosexuality is not a unitary phenomenon, but rather represents a variety of phenomena which take in a wide spectrum of overt behaviors and psychological experiences. Homosexual individuals can be found in all walks of life, at all socio-economic levels, among all cultural groups within American society, and in rural as well as urban areas.[80]

Numerous surveys have been conducted too to ascertain the public's attitudes about various dimensions of homosexuality (Gallup,[81] Nyberg,[82] Levitt,[83] Irwin,[84] West[85]).

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[80]U. S. Department of Health, Education and Welfare, "National Institute of Mental Health--Task Force on Homosexuality: Final Report and Background Papers," Pub. No. (ADM) 76-357, 1972, U. S. Government Printing Office, Washington, D. C., p. 46.

[81]George H. Gallup, The Gallup Poll (Wilmington, Del.: Scholarly Resources, Inc., 1978), Vol. II.

[82]Kenneth Nyberg and Jon Alston, "Analysis of Public Attitudes toward Homosexual Behavior," Journal of Homosexuality, Vol. 22, No. 2 (Winter 1976-77), pp. 99-107.

[83]Eugene E. Levitt and Albert D. Klassen, "Public Attitudes toward Homosexuality," Journal of Homosexuality, Vol. 1, No. 1 (1974), pp. 29-43.

[84]Patrick Irwin, "Acceptance of the Rights of Homosexuals: A Social Profile," Journal of Homosexuality, Vol. 3, No. 2 (Winter, 1977), pp. 107-121.

[85]Walter G. West, "Public Tolerance of Homosexual Behavior," Cornell Journal of Social Relations, Vol. 12, No. 1 (Spring 1977), pp. 25-36.

Polls by Louis Harris reveal a slight increase in tolerance over the last few years among the general American population.[86] In 1965, 70% responded positively to the question, "Do homosexuals do more harm than good in society?", while only 50% agreed in 1973.

Furthermore, since 1970 society has witnessed an increased amount of media space (television, newspaper, radio, etc.) which is devoted to issues relevant to homosexuality, ranging in formats from new items to comedies and documentaries. Since 1969 a significant increase in political consciousness has arisen among gay men and women which has resulted in the formation of 1800 political and social organizations in the United States.[87] With this new clout and visibility the homosexual community has worked to bring about change in cities, states, and the nation to limit discrimination against gay people. As of this writing there are now 39 cities and counties which have passed anti-discrimination ordinances, and 24 states have repealed laws which forbid sexual conduct between adults of the same gender within the privacy of their homes.[88] Also, many of the nation's major business, professional organizations, and

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[86]Louis Harris, "Attitude Change on Types of People Thought Harmful to Country," Harris Survey (New York: Louis Harris and Associates, Oct. 1, 1973), p. 1.

[87]National Gay Task Force, "Who's Behind the Gay Rights Movement" (New York, 1978).

[88]National Gay Task Force, "Gay Rights Protection--United States and Canada" (New York, 1980).

religious groups have passed resolutions condemning policies which single out gay people for discrimination in jobs, housing, and child custody.[89]

Etiological Considerations of Homosexuality. While there has been a revolutionary change in many areas, there still exists a considerable amount of debate associated with the homosexual issue. A major aspect of the dilemma centers around the etiology of homosexuality--"How does one become a homosexual?" A review of the literature reveals several etiological "models." Kelly[90] suggests three (moral, biological, and illness) while Morin[91] describes four (psychoanalytic, learning, biochemical and ethological). This thesis adopts four also but classifies them as biological, psychological, social learning, and moral.

Early advocates of biological determinants tended to support the theory of a strict constitutional basis for homosexuality. Such were Richard von Krafft-Ebing[92] and Havelock Ellis.[93] Karl Hernrich Ulrich even went so far as to postulate

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[89]National Gay Task Force, "Gay Civil Rights Support Statements and Resolutions Packet" (New York, 1978).

[90]Gary F. Kelly, Sexuality: The Human Perspective (Woodbury, New York: Barron's, 1980).

[91]Stephen F. Morin, "Heterosexual Bias in Psychological Research on Lesbianism and Male Homosexuality," American Psychologist, Vol. 32, Pt. 2 (August 1977), pp. 629-637.

[92]Richard von Krafft-Ebing, Psychopathia Sexualis (New York: Pioneer Publications, 1943).

[93]Havelock Ellis, Studies in the Psychology of Sex (New York: Random House, 1942).

the idea of a "third sex" (the Uranian) to represent those who were homosexual.[94] This concept was later developed in the works of Magnus Hirschfeld,[95] Much later Kallman[96] found concordant homosexuality in monozygotic (identical) twins which tended to support the biological model. These findings were later supported by Heston and Shields[97] but questioned by Rosenthal[98] Several other studies also infer differences in various hormonal and genetic factors in homosexuality (Margolese,[99] Loraine,[100] Kolodny,[101]

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[94]John Lauritsen and David Thorstad, The Early Homosexual Rights Movement (New York: Times Change Press, 1974), p. 9.

[95]Magnus Hirschfeld, Die Homosexualität des Mannes und des Weibes (Berlin: L. Marcus, 1920).

[96]Franz J. Kallman, "Comparative Twin Study on the Genetic Aspects of Male Homosexuality," The Journal of Nervous and Mental Disease, Vol. 115, No. 4 (April 1952), pp. 283-298.

[97]L. L. Heston and James Shields, "Homosexuality and Twins," Archives of General Psychiatry, Vol. 18, No. 2 (February 1968), pp. 149-160.

[98]D. Rosenthal, Genetic Theory and Abnormal Behavior (New York: McGraw-Hill, 1970).

[99]M. S. Margolese, "Homosexuality: A New Endocrine Correlate," Hormonal Behavior, Vol. 1, No. 2 (1970), pp. 151-155.

[100]J. A. Loraine, A. A. A. Ismail, D. A. Adamopoulous and G. A. Dove, "Endocrine Function in Male and Female Homosexuals," British Medical Journal, Vol. 4 (1970), pp. 406-408.

[101]Robert C. Kolodny, W. H. Masters, Julie Hendrix, and Gelson Toro, "Plasma Testosterone and Semen Analysis in Male Homosexuals," New England Medical Journal, Vol. 285, Pt. 3 (1971), pp. 1170-1174.

Starka,[102] Evans,[103] Money,[104] Stahl and Dörner,[105] MacCulloch and Feldman[105]). Similar research by Brodie, et al.,[107] Birk, et al.,[108] Friedman, et al.[109] Tourney, et al.[110] refute some of these findings. What emerges in this seemingly contradictory report is that scientists are uncertain as to what effect biology has to do with homosexuality.

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[102]L. Starka, Iva Sipova and J. Hynie, "Plasma Testosterone in Male Transsexuals and Homosexuals," Journal of Sex Research, Vol. 11 (1975), pp. 134-138.

[103]R. B. Evans, "Physical and Biochemical Characteristics of Homosexual Men," Journal of Consulting Clinical Psychology, Vol. 39 (1972), pp. 140-147.

[104]John Money, "Sexual Dimorphism and Homosexual Gender Identity," Psychological Bulletin, Vol. 74, No. 6 (1970), pp. 425-440.

[105]W. Rohde, F. Stahl and G. Dörner, "Plasma Basal Levels of FSH, LH and Testosterone in Homosexual Men," Endokrinlogie, Vol. 70 (1971), pp. 241-248.

[106]M. J. MacCulloch and M. P. Feldman, "On the Etiology of Homosexuality," Revista Latinoamericana de Psicologia, Vol. 9, No. 1 (1977), pp. 101-115.

[107]H. K. H. Brodie, N. Gartell, Charles Doering and Thomas Rhue, "Plasma Testosterone Levels in Heterosexual and Homosexual Men," American Journal of Psychiatry, Vol. 131 (1974), pp. 82-83.

[108]Lee Birk, Gordon Williams, Marcia Chism and Leslie I. Rose, "Serum Testosterone Levels in Homosexual Men," New England Journal of Medicine, Vol. 289 (1973), pp. 1236-1238.

[109]R. C. Friedman, Inge Dyrenfurth, Daniel Linkie, Ruth Tender and J. L. Fleiss, "Hormones and Sexual Orientation in Men," American Journal of Psychiatry, Vol. 134 (1977), pp. 571-572.

[110]G. Tourney and L. M. Hatfield, "Androgen Metabolism in Schizophrenics, Homosexuals, and Normal Controls," Biological Psychiatry, Vol. 6 (1973), pp. 23-26.

As a matter of fact they are uncertain as to what effect it has on heterosexuality as well. There is enough evidence, however, to suggest "that in at least some instances . . . hormonal predisposition may interact with social and environmental factors to lead toward a homosexual orientation."[111]

The most popular etiological theory has to do with the pathological model--"a psychological problem resulting from unhealthy influences on personality development."[112] This model, first proposed by Sigmund Freud,[113] is supported by several psychologists today (Bieber,[114] Bergler,[115] Socarides[116]). Basic to this theory is a disturbed parent-child relationship. O'Conner,[117] Bene,[118] Robertson,[119]

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[111]W. H. Masters and V. E. Johnson, Homosexuality in Perspective (Boston: Little, Brown & Co., 1979). p. 411

[112]Kelly, op. cit., pp. 116-117.

[113]Sigmund Freud, Three Essays on the Theory of Sexuality, translated by James Strachey (New York: Avon, 1965).

[114]I. Bieber, H. J. Dain, P. R. Dince, M. Drellich, H. G. Grand, R. H. Gunlach, M. V. Kremer, C. B. Wilbur and T. B. Bieber, Homosexuality--A Psychoanalytic Study (New York: Vintage Books, 1962).

[115]E. Bergler, 1000 Homosexuals (Patterson, New Jersey: Pageant Press, 1959).

[116]Charles W. Socarides, Homosexuality (New York: Aronson, 1978).

[117]P. J. O'Conner, "Aetiological Factors in Homosexuality as Seen in RAF Psychiatric Patients," British Journal of Psychiatry, Vol. 110, pp. 381-391.

[118]Eva Bene, "On the Genesis of Male Homosexuality: An Attempt at Clarifying the Role of the Parents," British Journal of Psychiatry, Vol. 111 (1965), pp. 815-821.

[119]Graham Robertson, "Parent-Child Relationships and Homosexuality," British Journal of Psychiatry, Vol. 121 (1972), pp. 525-528.

Gundlach and Reiss[120] propose that either a strong mother and weak father or a strong father and weak mother (relative to the study done) causes one to develop a homosexual orientation. Other research, however (e.g., Fruend and Pinkava,[121] Siegelman,[122] and Greenblatt[123]) found no difference between homosexuals and heterosexual groups. As Evelyn Hooker points out, those studies which do report such a problem usually did not control for pathology in the participants; "that disturbed parental relations characterize only a portion of the homosexual sample . . . (raises) serious question about the etiological role of parental relation."[124] Furthermore, Morin[125] Hart, et al.[126] and Kimmel[127] express concern about the validity of those

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[120]R. H. Gundlach and Reiss, "Self and Sexual Identity in the Female: A Study of Female Homosexuals." In B. F. Riess (ed.), New Directions in Mental Health (N. Y.: Grune & Stratton, 1968), pp. 205-231.

[121]K. Freund and V. Pinkava, "Homosexuality in Man and Its Association with Parental Relationships," Review of Czechoslovakian Medicine, Vol. 7 (1961), pp. 32-40.

[122]Marvin Siegelman, "Parental Background of Male Homosexuals and Heterosexuals," Archives of Sexual Behavior, Vol. 3, No. 1 (1974), 3-18.

[123]D. Greenblatt, "Semantic Differential Analysis of the 'Triangular System' Hypothesis in 'Adjusted' Male Homosexuals." Unpublished doctoral dissertation, University of California, Los Angeles, 1966.

[124]Evelyn Hooker, "Parental Relations and Male Homosexuality in Patient and Non-Patient Samples," Journal of Consulting and Clinical Psychology, Vol. 33, No. 3 (1969), pp. 140-142.

[125]Morin, op. cit.

[126]Maureen Hart, Howard Roback, Bennet Tittler, Larry Weitz, Barbara Waltson, Embrey McKee, "Psychological Adjustment of Nonpatient Homosexuals: Critical Review of the Research Literature," Journal of Clinical Psychiatry, Vol. 39 (1978), pp. 604-608.

[127]Douglas C. Kimmel, "Heterosexism Revisited," Contemporary Psychology, Vol. 24, No. 6 (1979), pp. 495-496.

psychologists who advocate the pathological position because of cultural biases and improper research techniques. Other renowned theorists have refuted the "sickness theory" as well (e.g., Churchill,[128] Marmor,[129] G. Weinberg,[130] Szasz,[131] Hopkins,[132] Bell and M. Weinberg,[133] Tripp[134]). Also, works by Hogan, et al.,[135] Siegelman,[136] Dean and Richardson,[137]

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[128]W. Churchill, Homosexual Behavior Among Males (New York: Hawthorne Books, 1967).

[129]J. Marmor, "Homosexuality and Cultural Value Systems," in "A Symposium: Should Homosexuality Be in the APA Nomenclature?," American Journal of Psychiatry, Vol. 130 (1973), pp. 1208-1209.

[130]George Weinberg, Society and the Healthy Homosexual (New York: St. Martin's, 1972).

[131]Thomas S. Szasz, "The Product Conversion--From Heresy to Illness," in Joseph McCaffrey (ed.), The Homosexual Dialectic (Englewood Cliffs, N. J.: Prentice Hall, 1972), pp. 101-120.

[132]June H. Hopkins, "The Lesbian Personality," British Journal of Psychiatry, Vol. 115 (1969), pp. 1433-1436.

[133]Martin S. Weinberg and Alan P. Bell, Homosexualities (New York: Simon and Schuster, 1978).

[134]C. A. Tripp, The Homosexual Matrix (New York: The New American Library, 1976).

[135]Robert A. Hogan, Anne Fox, John H. Kirchner, "Attitudes and Sexual Development of 205 Homosexual Women," Journal of Homosexuality, Vol. 3, No. 2 (1977), pp. 123-136.

[136]Marvin Siegelman, "Psychological Adjustment of Homosexual and Heterosexual Men," Archives of Sexual Behavior, Vol. 7, No. 1 (1978), pp. 1-11.

[137]Robert B. Dean and Harold Richardson, "Analysis of MMPI Profiles of Forty College-Educated Male Homosexuals," Journal of Consulting Psychology, Vol. 28, No. 6 (1964), pp. 483-486.

Evans,[138] Hooker[139] verify the fact that nonpatient homosexuals are happy, well adjusted and emotionally stable. If psychiatric abnormalities do occur more frequently in homosexuals, the Wolfenden Report states that it

> . . . may be because they are products of the strain and conflict brought about by the homosexual condition and not because they are causal factors. It has been suggested to us that associated psychiatric abnormalities are less prominent, or even absent, in countries where the homosexual is regarded with more tolerance.[140]

In 1973 the American Psychiatric Association removed homosexuality from its list of mental disorders (Stoller, 1973).[141] In support of this historic change of nomenclature, the American Psychological Association adopted a resolution in 1975 that reads, in part,

> The American Psychological association urges all mental health professionals to take the lead in removing the stigma of mental illness that has long been associated with homosexual orientation.[142]

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[138]Ray B. Evans, "Sixteen Personality Factor Questionnaire Scores of Homosexual Men," Journal of Consulting and Clinical Psychology, Vol. 34, No. 2 (1970), pp. 212-215.

[139]Evelyn Hooker, "Facts that Liberated the Gay Community," Psychology Today (December, 1975), pp. 52-55, 101.

[140]Wolfenden Report (New York: Stein and Day, 1963), p. 32.

[141]R. J. Stoller, "A Symposium: Should Homosexuality Be in the APA Nomenclature?", American Journal of Psychiatry, Vol. 130 (1973), pp. 1207-1216.

[142]American Psychological Association, American Psychologist, "Proceeding of the American Psychological Association for the Year 1974," Vol. 30 (1975), pp. 620-651.

In the social learning model homosexual behavior is seen as a learned behavior. Significant events are thought to transpire during early development of a child which "triggers" gender identity and sex-typed preferences; people "learn" their orientation through social reinforcements and conditioning patterns. Churchill,[143] West,[144] MacCulloch and Felman,[145] Bandura,[146] and Bancroft[147] advocate such a position. But, as in other models, many professionals discount such theory because of a lack of scientific evidence.

In sorting and defining these first three models, what becomes evident is that no particular one can claim prominence over the others. Even more significant is the number of professionals who now see a homosexual orientation established as a result of a combination of biological,

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[143]Churchill, op. cit.

[144]D. J. West, Homosexuality (Chicago: Aldine, 1967).

[145]H. J. MacCulloch and M. P. Feldman, "Aversion Therapy in the Management of 43 Homosexuals," British Medical Journal, Vol. 2 (1967), pp. 594-597.

[146]A. Bandura, "Social-Learning Theory of Identificatory Processes," in D. A. Goslin (ed.), Handbook of Socialization Theory and Research (Chicago: Rand McNally, 1969).

[147]John Bancroft, "Aversion Therapy of Homosexuality: A Pilot Study of 10 Cases," British Journal of Psychiatry, Vol. 115, pp. 1417-1431.

sociological, and psychological influences (e.g., Pilliard,[148] Brown,[149] Hooker,[150] Money [151]).

Furthermore, in considering the psychological and learning models numerous theories abound concerning "cures" and attempts of "changing homosexuals into heterosexuals." Treatment ranges from traditional psychotherapy to classical and aversion therapy (sometimes using electric shock and emetic injections to cause vomiting).[152] There is little evidence, however, to support the notion of successful change (Acosta,[153] Tripp,[154] Koslacy, et al.[155]). The ethical question arises

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[148]Richard C. Pillard, "The Homosexual as Patient," Psychiatric Opinion, Vol. 12, No. 8 (1975), pp. 23-26.

[149]Brown, op. cit.

[150]Hooker, op. cit.

[151]John Money, "Pubertal Hormones and Homosexuality, Bisexuality, and Heterosexuality," in H. E. W. National Institute of Mental Health--Task Force on Homosexuality: Final Report and Background Papers, 1972, pp. 73-77.

[152]Frank X. Acosta, "Etiology and Treatment of Homosexuality: A Review," Archives of Sexual Behavior, Vol. 4, No. 1 (1975), pp. 9-29.

[153]Ibid., p. 23.

[154]Tripp, op. cit., p. 236.

[155]Andrzej Koslacz, Anna Gorniewicz, and Barbara Wojcik, "A Follow-up Study on the Effectiveness of the Treatment of Homosexuals," Psychiatria Polska, Vol. 9, No. 3 (1975), pp. 214-245.

too as to the right of any person to change what may be "normal" in some people (Silverstein,[156] Davison[157]).

The moral model is primarily based on traditional Jewish and Christian ethics. These religions view homosexuality as "abominable," "sinful," or "short of God's intention of human sexual expression." Such beliefs are founded upon traditional interpretations of scripture. Bailey,[158] Espy and Nelson,[159] McNeil,[160] Blair,[161] Scanzoni and Malancoft,[162] Furnish[163] have presented historical works, however, which challenge these traditional beliefs and represent a growing number of theologians and religious leaders who advocate a similar position.

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[156]Charles Silverstein, "Homosexuality and the Ethics of Behavioral Intervention," Journal of Homosexuality, Vol. 2, No. 3 (Spring 1977), pp. 205-211.

[157]Gerald C. Davison, "Homosexuality: The Ethical Challenge," Journal of Consulting and Clinical Psychology, Vol. 44, No. 2 (1976), pp. 157-162.

[158]D. Sherwin Bailey, Homosexuality and the Western Christian Tradition (New York: Longmans, 1955).

[159]John W. Espy and James B. Nelson, "Continuing the Discussion--Homosexuality and the Church," Christianity and Crisis, Vol. 37, Nos. 9 and 10 (1977), pp. 116-122.

[160]John J. McNeil, The Church and the Homosexual (New York: Pocket Books, 1976).

[161]Ralph Blair, Homophobia in the Churches (New York: Evangelicals Concerned, 1979).

[162]Letha Scanzoni and Virginia Mollenkott, Is the Homosexual My Neighbor? (New York: Harper & Row, 1978).

[163]Victor P. Furnish, The Moral Teaching of Paul (Nashville: Abingdon, 1979).

Myths About Homosexuality. Other noteworthy aspects of the review of literature reveals information that discredits certain myths about homosexuality. As an example, many people believe (or fear) that persons of a homosexual orientation are frequently involved in child molestation cases. Every piece of evidence contradicts such a notion (Newton,[164] U. S. Department of Health, Education and Welfare,[165] Dallas Gay Political Caucus[166]). Closely aligned with this myth is the belief that homosexuals "became that way" because they were seduced in their youth by a much older person of the same gender. Sorenson[167] and Roesler and Deisher,[168] however, report that the vast majority (about 90%) of all homosexuals had their first sexual experience with someone near their own age.

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[164]David E. Newton, "Homosexual Behavior and Child Molestation: A Review of the Evidence," Adolescence, Vol. XIII, No. 49 (Spring 1978), pp. 31-43.

[165]U. S. Department of Health, Education and Welfare, Child Abuse and Neglect: The Problem and Its Management (Washington, D. C.: National Center on Child Abuse and Neglect, DHEW Publication No. OHD 75-30073).

[166]Dallas Gay Political Caucus, Questions and Answers about Homosexuality (Dallas, Texas: Gay Political Caucus, P. O. Box 35011, Dallas, TX 75235), p. 7.

[167]Sorenson, op. cit., p. 292.

[168]Roesler and Deisher, op. cit., p. 1019.

Another myth is that gay people choose their sexual orientation like they would a political party or religion. Research shows, however, that a person's psycho-sexual development is established early in life (Calderone,[169] Saghir and Robins[170]), and that in reality it is a "discovery" people find about themselves (Martin and Lyon,[171] Troiden[172]).

Many people also believe that homosexuals can be easily identified. Despite the prevalence of this attitude, there has been little scientific support for this stereotype (Gagnon and Simon,[173] Hooker,[174] Sonenschein[175]). Also, the myth that if the social and legal sanctions against homosexuals

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[169]Calderone, op. cit.

[170]Saghir and Robins, op. cit., pp. 41-42.

[171]Dell Martin and Phillis Lyon, Lesbian Women (San Francisco: Guide Publications, 1972).

[172]Troiden, op. cit.

[173]J. H. and Simon Gagnon, "Femininity in the Lesbian Community," Social Problems (February 1967), pp. 212-214.

[174]Hooker, op. cit.

[175]D. Sonenschein, "Homosexual Mannerisms," in H. I. Lief (ed.), Medical Aspects of Human Sexuality (Baltimore: Williams and Wilkins, 1975), pp. 278-279.

were removed it would increase and cause the "decay" of society is unsubstantiated by the literature (Geis,[176] SIECUS[177]).

Identifying the Nature of Prejudice. Very relevant to these myths and misunderstandings about homosexuality is the possible domains of such beliefs. Certain identifiable social characteristics have been revealed in surveys investigating people's attitudes about homosexuality and other reliable sources associated with studying the nature of prejudice and tolerance.

In reviewing the literature there are no works or studies to be found which measured social attitudes of people based on sexual orientation, major teaching field, or attendance at state vs. private university. In regard to gender, nearly all studies reveal no difference in general "tolerance" to form a "basis for generalization.[178] Surveys relevant to attitudes about homosexuality demonstrate a similar result (Gallup,[179] Nyberg and Alston,[180] Irwin and Thompson[181]).

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[176]Gilbert Geis, Richard Wright, Thomas Garrett, Paul Wilson, "Reported Consequences of Decriminalization of Consensual Adult Homosexuality in Seven American States, Journal of Homosexuality, Vol. 1, No. 4 (Summer 1976), pp. 419-426.

[177]Sex Information and Education Council of the United States, "Homosexuality," 1973, 72 Fifth Avenue, New York 10011, p. 4.

[178]Gordon W. Allport, The Nature of Prejudice (New York: Addison-Wesley Pub. Co., 1954), p. 79.

[179]Gallup, op. cit., p. 1143.

[180]Nyberg, op. cit.

[181]Irwin and Thompson, op. cit.

In determining a person's socio-economic background, the key factors are education, occupation and levels of income. Studies show the relationship between these three variables (U. S. Bureau of the Census,[182] Allyn[183]). A higher education level usually means a higher occupational level, which results in a higher income. In this study only income level is measured, but implicit in this are the parents' education and occupational status. All major studies show that the higher the socio-economic level, the more likely the person is to be associated with less prejudice (Allport,[184] Bettelheim and Janowitz,[185] Zalkind,[186] Prothro and Gregg,[187] Stouffer[188]). Allport cautions, though, about thinking that knowledge relates to attitude. A person can be more

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[182]U. S. Bureau of the Census, Statistical Abstract of the U. S., 1979 (100th Edition) (Washington, D. C., 1979), p. 451.

[183]Charles Allyn, Sociology (Englewood Cliffs, N. J.: Prentice Hall, 1972), p. 619.

[184]Allport, op. cit., p. 432.

[185]Bruno Bettelheim and Morris Janowitz, Social Change and Prejudice (New York: MacMillan Pub. Co., Inc., 1964).

[186]Sheldon Zalkind, Edward Gangler, Ronald Schwartz, "Civil Liberties Attitudes and Personality Measures: Some Exploratory Research," Journal of Social Issues, Vol. 131, No. 2 (1975).

[187]James W. Prothro and Charles M. Grigg, "Fundamental Principles of Democracy," The Journal of Politics, Vol. 22, No. 2 (May 1960), pp. 276-294.

[188]Samuel A. Stouffer, Conformity and Civil Liberties (Garden City, N. Y.: Doubleday and Co., Inc., 1955).

"knowledgeable" about myths associated with minority groups, but that does not necessarily mean people will be more tolerant.

In regard to population of communities, people in urban centers tend to be more tolerant than people from more rural communities (Wirth,[189] Stouffer,[190] Fisher[191]). This premise is substantiated by other surveys on attitudes about homosexuality (Nyberg and Alston,[192] Irwin and Thompson[193]).

When considering religious affiliation Allport[194] and Martin[195] found no difference in prejudicial attitudes between Catholics and Protestants. Though not conclusive, the research suggests that Jews are more tolerant than Christians.

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[189]Louis Wirth, "Urbanism as a Way of Life," American Journal of Sociology, Vol. 44 (July 1938), pp. 3-24.

[190]Stouffer, op. cit.

[191]Claude S. Fisher, "A Research Note on Urbanism and Tolerance," American Journal of Sociology, Vol. 76 (March 1971), pp. 847-856.

[192]Nyberg and Alston, op. cit.

[193]Irwin and Thompson, op. cit.

[194]Allport, op. cit., p. 450.

[195]James Martin, The Tolerant Personality (Detroit: Wayne State University Press, 1964).

"Findings of this order are common . . . identification with the underdog, with a resulting sympathy, was a common response in this particular group."[196] These findings are consistent with the surveys of Irwin and Thompson[197] and Nyberg and Alston.[198]

In contrast to religious affiliation, there usually exists a relatively high correlation between religious interest and prejudice. Those highest in prejudices were also high in religiosity (Martin,[199] Allport[200]). This is particularly reinforced in the surveys which studied attitudes about homosexuality (West,[201] Irwin and Thompson,[202] Nyberg and Alston,[203] Levitt and Klassen[204]).

One of the primary sources of information about homosexuality is through formal instruction and publications

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[196]Allport, op. cit., p. 450.

[197]Irwin and Thompson, op. cit.

[198]Nyberg and Alston, op. cit.

[199]Martin, op. cit., p. 81.

[200]Allport, op. cit., p. 451.

[201]West, op. cit.

[202]Irwin and Thompson, op. cit.

[203]Nyberg and Alston, op. cit.

[204]Levitt and Klassen, op. cit.

dealing with human sexuality. Literature informs us that only 40 percent of such courses give information or mention homosexuality,[205] and that "the majority of texts and pamphlets omit the topic of homosexual behavior entirely."[206] But in those courses that did provide information on homosexuality, the instruction prompted some change in attitudes and understanding about the issue (Dearth and Cassell,[207] Greenbert[208]).

Hypotheses

1. The majority of respondents will be misinformed or uncertain about many issues relative to homosexuality.
2. There will be no difference in the attitudes and knowledge about homosexuality between males and females.
3. Persons of an exclusive heterosexual orientation will be less tolerant than those who may have reported some sort of homosexual experience.
4. Persons training to be instructors in physical education will be more knowledgeable and tolerant about homosexuality.

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[205]Stephen F. Morin and Stephen J. Schultz, "The Gay Movement and the Rights of Children," Journal of Social Issues, Vol. 34, No. 2 (1978), pp. 137-148.

[206]David E. Newton, "Representation of Homosexuality in Health Science Textbooks," Journal of Homosexuality, Vol. 4, No. 3 (1979), pp. 247-254.

[207]Paul Dearth and Carol Cassell, "Comparing Attitudes of Male and Female University Students before and after a Semester Course on Human Sexuality," The Journal of School Health, Vol. 46, No. 10 (1976), pp. 593-598.

[208]Greenberg, op. cit., p. 398.

5. Students from a higher socio-economic background will be more knowledgeable and tolerant about homosexuality.
6. Persons previously enrolled in a human sexuality course in which homosexuality was discussed will have more knowledge about and be more tolerant toward homosexuality.
7. There will be no difference between Catholics and Protestants in their knowledge and attitude about homosexuality.
8. Non-Christians will be more tolerant than Christians toward homosexuality.
9. Those students who classify themselves as very religious will be less tolerant toward homosexuality.
10. Students from larger urban centers will be more knowledgeable and more tolerant about homosexuality.
11. Students attending a private university will be more tolerant about homosexuality than those who attend a state university.

CHAPTER II

METHODOLOGY

There were 108 students (75 females and 33 males) who participated in the survey. They were enrolled in an undergraduate degree program of secondary education at East Texas State University (ETSU), North Texas State University (NTSU), University of Texas at Dallas (UTD), Southern Methodist University (SMU), and Texas Christian University (TCU). All of the students were juniors and seniors. They were given class time in the spring of 1980 in each of the universities' courses associated with educational psychology or adolescent development to complete the questionnaire. All participants returned the questionnaire at the end of the period.

In the process of constructing an appropriate questionnaire, the writer submitted a preliminary list of questions to three professors at SMU (one in history, one in psychology, and one in education), asking them to note any ambiguities and to add, subtract or modify any question they thought necessary. Two pilot studies were done, also, using two separate groups of students enrolled in a general psychology course at SMU to further establish the validity of the questionnaire.

The final draft of the questionnaire was composed of 51 questions: 34 to determine attitude and knowledge about homosexuality, 9 to determine the sexual orientation of the respondent (as devised by Kinsey[1]) and 8 to identify certain demographic characteristics of the respondent. Nine of these final questions were borrowed from the Thompson-Fishburn Study[2] (numbers 3-6, 10, 23, 24, 29, 30). Of the 34 questions dealing with knowledge and attitudes, nine pertained to etiology of homosexuality, three pertained to homosexuality and its potential to be viewed as healthy, nine related to education and homosexuality, and 13 dealt with general myths about homosexuality.

The responses to these questions were selected from a five-point Likert-type scale: "strongly agree," "agree," "undecided," "disagree," or "strongly disagree."

The questions were scored so that a higher number reflected a more knowledgeable and liberal response. A total score on attitude (11 questions) and one on knowledge (22 questions) was obtained by adding together the numbers of the responses.

The results of the survey were analyzed to reflect the domains of (1) Sexual Orientation = SO; (2) gender = SEX; (3) Major Teaching Field = MTF; (4) Religious Interest = RI; (5) Religious Affiliation = RA; (6) Socio-Economic Background = SES; (7) Exposure to a Human Sexuality Course in Which Homosexuality Was Discussed = HSC; (8) Population of Hometown = POP; and (9) Attendance at a State or Private University = SPU. The categories of each of these independent variables were as follows:

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[1]Kinsey, op. cit.

[2]Thompson and Fishburn, op. cit.

SO	(1) Homosexual orientation (2) Heterosexual orientation (3) Bisexual (4) Of a heterosexual orientation but reported having a homosexual experience
SEX	(1) Male (2) Female
MTF	(1) Language Arts (2) Social Sciences (3) Mathematics (4) Sciences (5) Business (6) Physical Education (7) Other
RI	(1) Very religious (2) Above average religious interest (3) Average religious interest (4) Below average religious interest (5) Not religious at all
RA	(1) Protestant (2) Catholic (3) Jewish (4) Other (5) None
SES	(1) Under $10,000 (2) $10,000 to $19,999 (3) $20,000 to $39,000 (4) $40,000 to $69,999 (5) $70,000 to $99,999 (6) $100,000 and over
HSC	(1) Had participated in a human sexuality course in high school or college in which homosexuality was dissussed (2) Had not participated in a human sexuality course
POP	(1) Under 5,000 (2) 5,000 to 24,999 (3) 25,000 to 49,999 (4) 50,000 to 99,999 (5) 100,000 to 249,999 (6) 250,000 to 499,999 (7) 500,000 to 999,999 (8) 1,000,000 or over
SPU	(1) Attend a State-Supported University (2) Attend a Privately Supported University

After running frequencies on all variables, some groups were combined to increase cell strength. This restructure was as follows:

SO	(1) Those having some positive reason to report having a homosexual experience (2) Those who reported never having any type of homosexual experience
MTF	(1) Others (2) Physical Education
RA	(1) Protestants (2) Catholics (3) Non-Christians
SES	(1) Under $19,999 (2) $20,000 to $39,999 (3) $40,000 and over
POP	(1) Under 50,000 (2) 50,000 to 499,999 (3) 500,000 and over

Once these categories were established, three tests were run to determine the relationship between these groups and "attitude" and "knowledge" scores. The tests used were Chi-Square, Mann-Whitney U test, and the Kruskal-Wallace test.

CHAPTER IV

RESULTS

The frequencies of the eight demographic variables are listed in Table I. Three (2.8%) of the respondents reported having a clearly established homosexual orientation (they were "gay"). Five (4.6%) were of a bisexual orientation, seven (6.5%) were heterosexually oriented but reported having had one homosexual experience, and 93 were of a heterosexual orientation. In other words, 15 (13.9%) had some positive reason to report a homosexual experience. These results correspond very closely to those acquired by Sorenson[1] and Hass[2] in their studies.

The most identifiable Major Teaching Field was physical education (22%). About 91% were average or more in their religious interest. Seventy-one percent identified themselves as Protestants, 17% as Catholics, and about 12% as non-Christian. Approximately 39% of the respondents were from a family whose income was at least $20,000; 38% reported family income between $20,000 and $39,999; and about 24% were from families whose income exceeded $40,000. Approximately 59% had not participated in a human sexuality course where homosexuality was discussed. The majority were from hometowns whose

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[1]Sorenson, op. cit.

[2]Hass, op. cit.

TABLE I
FREQUENCIES OF DEMOGRAPHIC VARIABLES

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
SO - SEXUAL ORIENTATION					
Homosexual Orientation	1	3	2.8	2.8	2.8
Heterosexual Orientation	2	93	86.1	86.1	88.9
Bisexual	3	5	4.6	4.6	93.5
Had a Homosexual Experience	4	7	6.5	6.5	100.0
Total		108	100.0	100.0	
SEX - GENDER					
Male	1	33	30.6	30.8	30.8
Female	2	74	68.5	69.2	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
MTF - MAJOR TEACHING FIELD					
Language Arts	1	11	10.2	10.3	10.3
Social Sciences	2	13	12.0	12.1	22.4
Mathematics	3	4	3.7	3.7	26.2
Sciences	4	4	3.7	3.7	29.9
Business	5	5	4.6	4.7	34.6
Physical Education	6	23	21.3	21.5	56.1
Other	7	47	43.5	43.9	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
RI - RELIGIOUS INTEREST					
Very Religious	1	32	29.6	30.5	30.5
Above Average Religious	2	25	23.1	23.8	54.3
Average Religious Interest	3	39	36.1	37.1	91.4
Below Average Religious	4	7	6.5	6.7	98.1
Not Religious at All	5	2	1.9	1.9	100.0
Blank		3	2.8	Missing	
Total		108	100.0	100.0	
RA - RELIGIOUS AFFILIATION					
Protestant	1	74	68.5	70.5	70.5
Catholic	2	18	16.7	17.1	87.6
Jewish	3	4	3.7	3.8	91.4
Other	4	5	4.6	4.8	96.2
None	5	4	3.7	3.8	100.0
Blank		3	2.8	Missing	
Total		108	100.0	100.0	

TABLE I (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
SES - SOCIO ECONOMIC BACKGROUND					
Under $10,000	1	9	8.3	8.9	8.9
$10,000 to $19,999	2	30	27.8	29.7	38.6
$20,000 to $39,999	3	38	35.2	37.6	76.2
$40,000 to $69,999	4	15	13.9	14.9	91.1
$70,000 to $99,999	5	3	2.8	3.0	94.1
$100,000 and over	6	6	5.6	5.9	100.0
Blank		7	6.5	Missing	
Total		108	100.0	100.0	
HSC - HUMAN SEXUALITY COURSE					
Yes	1	44	40.7	41.5	41.5
No	2	62	57.4	58.5	100.0
Blank		2	1.9	Missing	
Total		108	100.0	100.00	
POP - POPULATION OF HOME TOWN					
Under 5,000	1	18	16.7	17.1	17.1
5,000 to 24,999	2	10	9.3	9.5	26.7
25,000 to 49,999	3	12	11.1	11.4	38.1
50,000 to 99,999	4	12	11.1	11.4	49.5
100,000 to 249,999	5	9	8.3	8.6	58.1
250,000 to 499,999	6	6	5.6	5.7	63.8
500,000 to 999,999	7	12	11.1	11.4	75.2
1,000,000 or over	8	26	24.1	24.8	100.0
Blank		3	2.8	Missing	
Total		108	100.0	100.0	
SPU - STATE OR PRIVATE UNIVERSITY					
State Supported University	1	72	66.7	67.9	67.9
Private University	2	34	31.4	32.1	100.0
Blank		2	1.9	Missing	
Total		108	100.0	100.0	

population did not exceed 250,000. Thirty-one percent of the respondents attended a private university, while 67% attended a state university.

Table II charts the frequencies of the different Likert responses for each of the individual questions. In nearly one-half the questions (16) the response was "undecided." Fourteen of these 16 were "knowledge" questions and two were "attitude" questions. The respondents were noticeably "undecided" in responding to questions that dealt with myths and fallacies. Twenty-five percent were "undecided" in eight out of 13 such questions.

In tabulating the total score for each respondent, the highest and lowest score for "knowledge" was 109 and 50, respectively, with a mean of 72.62 and a standard deviation of 9.19. The high and low score for the "attitude" was 50 and 20, respectively, with a mean of 36.47 and a standard deviation of 6.06. The value of the Pearson correlation was at a .49 level, which is significant at .05 level, showing some positive relation between attitudes and knowledge, but not perfect correlation. Therefore, both scales were used.

Using a Chi-Square test on the recorded variables (all considered significant at the .05 level) only SES as measured by income class and RA were found to be significantly related to knowledge ($p<.02$ and $p<.009$). Of the 39 respondents whose family incomes were lower than $20,000, 16 had low scores, 13 had medium scores, and 10 had high scores; those whose family income was $20,000 to $39,999, 10 scored

TABLE II

FREQUENCIES OF RESPONSES TO STATEMENTS ON THE QUESTIONNAIRE

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
1. Most studies indicate that homosexuality is a result of hereditary determinants.					
Strongly Agree	1	1	.9	.9	.9
Agree	2	10	9.3	9.3	10.3
Undecided	3	18	16.7	16.8	27.1
Disagree	4	42	38.9	39.3	66.4
Strongly Disagree	5	36	33.3	33.6	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
2. A homosexual person usually has an excessive amount of the opposite sex's sex hormones in his/her physiological structure.					
Strongly Agree	1	2	1.9	1.9	1.9
Agree	2	20	18.5	18.5	20.4
Undecided	3	27	25.0	25.0	45.4
Disagree	4	37	34.3	34.3	79.6
Strongly Disagree	5	22	20.4	20.4	
Total		108	100.0	100.0	
3. A dominant parent of the opposite sex is frequently a part of the homosexual's background.					
Strongly Agree	1	5	4.6	4.7	4.7
Agree	2	43	39.8	40.2	44.9
Undecided	3	30	27.8	28.0	72.9
Disagree	4	22	20.4	20.6	93.5
Strongly Disagree	5	7	6.5	6.5	100.0
Blank			.9	Missing	
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
4. Homosexuality in males often results because men do not like women, are afraid of them, or cannot establish good relationships with them.					
Strongly Agree	1	14	13.0	13.1	13.1
Agree	2	43	39.8	40.2	53.3
Undecided	3	14	13.0	13.1	66.4
Disagree	4	27	25.0	25.2	91.6
Strongly Disagree	5	9	8.3	8.4	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
5. Homosexuality most frequently is a symptom of fear and inhibition of heterosexual expression.					
Strongly Agree	1	9	8.3	8.4	8.4
Agree	2	29	26.9	27.1	35.5
Undecided	3	31	28.7	29.0	64.5
Disagree	4	30	27.8	28.0	92.5
Strongly Disagree	5	8	7.4	7.5	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
6. Studies have shown that a majority of homosexuals were seduced in adolescence by a person of the same sex--usually several years older.					
Strongly Agree	1	3	2.8	2.8	2.8
Agree	2	25	23.1	23.4	26.2
Undecided	3	44	40.7	41.1	67.3
Disagree	4	27	25.0	25.2	92.5
Strongly Disagree	5	8	7.4	7.5	100.00
Blank		1	.9	Missing	
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq)%)
7. Adolescents who know several homosexual teachers will be strongly influenced to be homosexual.					
Strongly Agree	1	2	1.9	1.9	1.9
Agree	2	16	14.8	14.8	16.7
Undecided	3	24	22.2	22.2	38.9
Disagree	4	49	45.4	45.4	84.3
Strongly Disagree	5	17	15.7	15.7	100.0
Total		108	100.0	100.0	
8. A homosexual orientation is not established, even unconsciously, before the age of 12.					
Strongly Agree	1	2	1.9	1.9	1.9
Agree	2	16	14.8	14.8	16.7
Undecided	3	34	31.5	31.5	48.1
Disagree	4	46	42.6	42.6	90.7
Strongly Disagree	5	10	9.3	9.3	100.0
Total		108	100.0	100.0	
9. Homosexuality is a result of sin in a person's life.					
Strongly Agree	1	10	9.3	9.3	9.3
Agree	2	8	7.4	7.5	16.8
Undecided	3	7	6.5	6.5	23.4
Disagree	4	33	30.6	30.8	54.2
Strongly Disagree	5	49	45.4	45.8	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
10. As a group, homosexuals, due to their sexual orientation, are more likely to need professional counseling than are heterosexuals.					
Strongly Agree	1	15	13.9	14.0	14.0
Agree	2	43	39.8	40.2	54.2
Undecided	3	14	13.0	13.1	67.3
Disagree	4	28	25.9	26.2	93.5
Strongly Disagree	5	7	6.5	6.5	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
11. Most homosexuals are mentally ill.					
Strongly Agree	1	10	9.3	9.3	9.3
Agree	2	14	13.0	13.1	22.4
Undecided	3	18	16.7	16.8	39.3
Disagree	4	43	39.8	40.2	79.4
Strongly Disagree	5	22	20.4	20.6	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
12. Studies indicate that most homosexuals are happy and lead productive lives.					
Strongly Agree	1	5	4.6	4.6	4.6
Agree	2	44	40.7	40.7	45.4
Undecided	3	27	25.0	25.0	70.4
Disagree	4	21	19.4	19.4	89.8
Strongly Disagree	5	11	10.2	10.2	100.0
Total		108	100.0	100.0	
13. Most teachers in Texas are adequately trained to understand the homosexual adolescent.					
Strongly Agree	1	2	1.9	1.9	1.9
Agree	2	6	5.6	5.6	7.4
Undecided	3	14	13.0	13.0	20.4
Disagree	4	53	49.1	49.1	69.4
Strongly Disagree	5	33	30.6	30.6	100.0
Total		108	100.0	100.0	
14. Homosexual persons should be allowed to teach in public schools in Texas.					
Strongly Agree	1	13	12.0	12.0	12.0
Agree	2	29	26.9	26.9	38.9
Undecided	3	26	24.1	24.1	63.0
Disagree	4	16	14.8	14.8	77.8
Strongly Disagree	5	24	22.2	22.2	100.0
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
15. A teacher who regards homosexuality in a negative way should be able to request that the homosexual student enroll in another class.					
Strongly Agree	1	14	13.0	13.1	13.1
Agree	2	32	29.8	29.9	43.0
Undecided	3	23	21.3	21.5	64.5
Disagree	4	33	30.6	30.8	95.3
Strongly Disagree	5	5	4.6	4.7	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
16. It would be difficult for you to deal fairly and openly with an avowed homosexual student.					
Strongly Agree	1	7	6.5	6.5	6.5
Agree	2	19	17.6	17.8	24.3
Undecided	3	22	20.4	20.6	44.9
Disagree	4	39	36.1	36.4	81.3
Strongly Disagree	5	20	18.5	18.7	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
17. A teacher should help the homosexual feel comfortable with his/her orientation.					
Strongly Agree	1	13	12.0	12.1	12.1
Agree	2	39	36.1	36.4	48.6
Undecided	3	26	24.1	24.3	72.9
Disagree	4	20	18.5	18.7	91.6
Strongly Disagree	5	9	8.3	8.4	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
18. It would not be a worthwhile goal for a teacher to restore or establish self-esteem and self-confidence in the homosexual student.					
Strongly Agree	1	3	2.8	2.8	2.8
Agree	2	10	9.3	9.3	12.0
Undecided	3	21	19.4	19.4	31.5
Disagree	4	48	44.4	44.4	75.9
Strongly Disagree	5	26	24.1	24.1	100.0
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
19. Public school curricula that offer sexuality/family life courses should not include a short (maximum of two hours) study of homosexuality.					
Strongly Agree	1	9	8.3	8.3	8.3
Agree	2	16	14.8	14.8	23.1
Undecided	3	18	16.7	16.7	39.8
Disagree	4	44	40.7	40.7	80.6
Strongly Disagree	5	21	19.4	19.4	100.0
Total		108	100.0	100.0	
20. Texas public school curriculum should include a family life course that includes a unit on human development and sexuality.					
Strongly Agree	1	49	45.4	45.4	45.4
Agree	2	47	43.5	43.5	88.9
Undecided	3	8	7.4	7.4	96.3
Disagree	4	4	3.7	3.7	100.0
Total		108	100.0	100.0	
21. Open-ended question; not included in tabulations.					
22. A person becomes a homosexual (develops a homosexual orientation) because he/she chooses to.					
Strongly Agree	1	15	13.9	14.0	14.0
Agree	2	41	38.0	38.3	52.3
Undecided	3	29	26.9	27.1	79.4
Disagree	4	20	18.5	18.7	98.1
Strongly Disagree	5	2	1.9	1.9	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
23. Research indicates that homosexuals experience stronger sex drives than do heterosexuals.					
Strongly Agree	1	1	.9	.9	.9
Agree	2	2	1.9	1.9	2.8
Undecided	3	60	55.6	56.1	58.9
Disagree	4	35	32.4	32.7	91.6
Strongly Disagree	5	9	8.3	8.4	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
24. Most homosexuals will seduce heterosexuals if given the opportunity.					
Strongly Agree	1	3	2.8	2.8	2.8
Agree	2	7	6.5	6.6	9.4
Undecided	3	37	34.3	34.9	44.3
Disagree	4	45	41.7	42.5	86.8
Strongly Disagree	5	14	13.0	13.2	100.0
Blank		2	1.9	Missing	
Total		108	100.0	100.0	
25. The typical homosexual can easily be identified.					
Strongly Agree	1	4	3.7	3.7	3.7
Agree	2	14	13.0	13.1	16.8
Undecided	3	14	13.0	13.1	29.9
Disagree	4	57	52.8	53.3	83.2
Strongly Disagree	5	18	16.7	16.8	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
26. In homosexual partnerships, one individual assumes the "male" role and the other assumes the "female" role.					
Strongly Agree	1	10	9.3	9.3	9.3
Agree	2	34	31.5	31.8	41.1
Undecided	3	42	38.9	39.3	80.4
Disagree	4	15	13.9	14.0	94.4
Strongly Disagree	5	6	5.6	5.6	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
27. I could not have a homosexual as a friend.					
Strongly Agree	1	7	6.5	6.5	6.5
Agree	2	16	14.8	15.0	21.5
Undecided	3	22	20.4	20.6	42.1
Disagree	4	38	35.2	35.5	77.6
Strongly Disagree	5	24	22.2	22.4	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
28. Most homosexuals cannot be trusted.					
Strongly Agree	1	1	.9	.9	.9
Agree	2	5	4.6	4.7	5.6
Undecided	3	17	15.7	15.9	21.5
Disagree	4	53	49.1	49.5	71.0
Strongly Disagree	5	31	28.7	29.0	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
29. Research has shown that most prostitutes are lesbians.					
Strongly Agree	1	1	.9	.9	.9
Agree	2	5	4.6	4.7	5.7
Undecided	3	51	47.2	48.1	53.8
Disagree	4	36	33.3	34.0	87.7
Strongly Disagree	5	13	12.0	12.3	100.0
Blank		2	1.9	Missing	
Total		108	100.0	100.0	
30. Homosexual males are more likely to seduce young boys than heterosexual males are likely to seduce young girls.					
Strongly Agree	1	2	1.9	1.9	1.9
Agree	2	13	12.0	12.1	14.0
Undecided	3	39	36.1	36.4	50.5
Disagree	4	39	36.1	36.4	86.9
Strongly Disagree	5	14	13.0	13.1	100.-
Blank		1	.9	Missing	
Total		108	100.0	100.0	

TABLE II (Continued)

Category Label	Code	Absolute Freq	Rel Freq (%)	Adj Freq (%)	Cum Freq (%)
31. If legal sanctions against homosexuals were removed, homosexuality would increase.					
Strongly Agree	1	6	5.6	5.6	5.6
Agree	2	23	21.3	21.5	27.1
Undecided	3	31	28.7	29.0	56.1
Disagree	4	36	33.3	33.6	89.7
Strongly Disagree	5	11	10.2	10.3	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
32. Research has indicated that there is a good success rate of "changing" homosexuals into heterosexuals.					
Strongly Agree	1	1	.9	.9	.9
Agree	2	9	8.3	8.4	9.3
Undecided	3	61	56.5	57.0	66.4
Disagree	4	29	26.9	27.1	93.5
Strongly Disagree	5	7	6.5	6.5	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
33. Most homosexuals want to be members of the opposite sex.					
Strongly Agree	1	2	1.9	1.9	1.9
Agree	2	22	20.4	20.6	22.4
Undecided	3	35	32.4	32.7	55.1
Disagree	4	37	34.3	34.6	89.7
Strongly Disagree	5	11	10.2	10.3	100.0
Blank		1	.9	Missing	
Total		108	100.0	100.0	
34. I just can't see what homosexuals are complaining about; if they would just leave the heterosexuals alone there wouldn't be a problem.					
Strongly Agree	1	4	3.7	3.9	3.9
Agree	2	4	3.7	3.9	7.8
Undecided	3	33	30.6	32.0	39.8
Disagree	4	44	40.7	42.7	82.5
Strongly Disagree	5	18	16.7	17.5	100.0
Blank		5	4.6	Missing	
Total		108	100.0	100.0	

TABLE III

THE RELATIONSHIP BETWEEN VARIABLES AND "KNOWLEDGE" AND "ATTITUDE" LEVELS AS TESTED BY CHI-SQUARE

	KNOWLEDGE			ATTITUDE		
	Raw Chi Square	Degree of Freedom	Significance	Raw Chi Square	Degree of Freedom	Significance
SO	1.509	2	p<.470	5.374	2	p<.068
SEX	.260	2	p<.878	1.839	2	p<.399
MTF	3.265	2	p<.195	1.599	2	p<.450
RI	13.941	8	p<.083	11.717	8	p<.164
RA	13.410	4	p<.009	6.737	4	p<.150
SES	10.809	4	p<.028	8.648	4	p<.071
HSC	2.814	4	p<.589	6.843	4	p<.144
POP	6.311	4	p<.177	4.525	4	p<.340
SPU	.222	2	p<.895	9.590	2	p<.008

low, twenty medium, and eight high; those whose family income was $30,000 or greater, two had low score, 14 medium, and eight high scores. This confirms the hypothesis that persons from a higher SES tend to be more knowledgeable about homosexuality.

In regard to RA, 23 Protestants scored low, while 36 had medium scores, and 15 had high scores; in knowledge five Catholics had low scores, seven had medium scores, and six had high scores; only one of the non-Christian group had a low score, while three had medium scores and nine had high scores. These results confirm the hypothesis that there is

no significant difference between Catholics and Protestants and their knowledge about homosexuality. Though not predicted, the non-Christian respondents proved to be more knowledgeable than are Christians about the subject. The same results also sustained the hypothesis that there would be no difference between the "knowledge" of men and women. However, the hypothesis that students who were training to be instructors in physical education, or who were previously involved in a human sexuality course where homosexuality was discussed, or who were from larger urban centers would be more knowledgeable was refuted by this test.

The Chi-Square test also revealed a relationship between SO ($p<.06$), SES ($p<.07$), and a high relationship in SPU ($p<.008$) with "attitude." This confirms hypotheses 1, 5, and 11.

On these "attitude" scores, persons grouped into "1" in SO had one who scored low, eight who scored medium, and six who scored high. Of the exclusively heterosexual students (group 2 in SO), 31 scored low, 43 scored medium, and 19 scored high. The scores for SOCE were: (1) under $20,000, 16 low, 14 medium, and nine high. (2) $20,000 to $39,999, 10 low, 20 medium, and eight high. For students attending a private university, 10 had low scores, nine had medium scores, and 13 had high scores. Their counterparts at state universities had 20 who scored low, 42 who scored in the medium range, and 12 who scored high. These results, however, refute the hypothesis that physical education students

persons involved in a human sexuality course, students with a high religious interest and non-Christians, and those who were from the larger urban centers would score higher than others in "attitude."

In order to confirm these results, a Mann-Whitney U test was run comparing rank scores in knowledge and attitudes to SO, SEX, MFT, HSC, and SPU. A Kruskal-Wallis test was run to compare rank scores on knowledge and attitudes for RI, RA, SES, POP. The results demonstrated a significant relationshilp between SES ($p<.02$), RI ($p<.04$), RA ($p<.005$), and POP ($p<.05$) and knowledge. These results confirm or don't confirm the Chi-Square scores in that RI and POP emerge as more significant, which supports the hypothesis concerning these variables. The significant results for the attitude scores, using these same tests were: SO ($p<.02$), SES ($p<.06$). These tests confirm the Chi-Square scores for SOCE and SO, but not for SPU.

TABLE IV

THE RELATIONSHIP BETWEEN VARIABLES AND "KNOWLEDGE" AND "ATTITUDE" LEVELS AS TESTED BY MANN-WHITNEY U TEST

KNOWLEDGE

	Group 1		Group 2		Significance
	Mean Rank	Number	Mean Rank	Number	
SO	Had a homosexual experience		Had no homosexual experience		
	62.9	15	53.1	93	p<.232
SEX	Male		Female		
	54.3	33	53.8	74	p<.934
MFT	Physical Education major		Others		
	56.2	84	46.1	23	p<.139
SPU	State University		Private University		
	53.0	74	54.7	32	p<.780
HSC	Had a human sexuality course		Did not have a human sexuality course		
	51.6	44	54.0	61	p<.679

ATTITUDE

	Group 1		Group 2		Significance
	Mean Rank	Number	Mean Rank	Number	
SO	Had a homosexual experience		Had no homosexual experience		
	70.4	15	51.9	93	p<.022
SEX	Male		Female		
	49.1	33	56.2	74	p<.237
MTF	Physical Education major		Others		
	55.8	84	47.6	23	p<.220
SPU	State University		Private University		
	51.2	74	58.8	32	p<.208
HSC	Had a human sexuality course		Did not have a human sexuality course		
	54.1	44	52.2	61	p<.725

TABLE V

THE RELATIONSHIP BETWEEN VARIABLES AND "KNOWLEDGE" AND "ATTITUDE" LEVELS AS TESTED BY KRUSKAL-WALLIS 1 WAY ANOVA

Knowledge

Variable	Group 1	Group 2	Group 3	Group 4	Significance
RI	Very Religious	Above Average	Average	Below Average	
Number	32	25	39	7	p<.044
Mean Rank	45.4	46.5	57.1	73.4	
RA	Protestant	Catholic	Non-religious		
Number	74	18	13		p<.006
Mean Rank	48.5	54.8	75.9		
SES	Under $19,999	$20,000-$39,000	$40,000 and over		
Number	39	38	24		p<.021
Mean Rank	45.1	48.7	64.2		
POP	Under 50,000	50,000-499,999	500,000 and over		
Number	40	27	38		p<.059
Mean Rank	44.6	58.6	57.9		

Attitude

Variable	Group 1	Group 2	Group 3	Group 4	Significance
RI	Very Religious	Above Average	Average	Below Average	
Number	32	25	39	7	p<.137
Mean Rank	43.1	54.3	55.7	63.7	
RA	Protestant	Catholic	Non-religious		
Number	74	18	13		p<.822
Mean Rank	57.3	56.8	51.7		
SES	Under $19,999	$20,000 - $39,999	$40,000 and over		
Number	39	38	24		p<.069
Mean Rank	45.3	50.2	61.5		
POP	Under 50,000	50,000-499,999	500,000 and over		
Number	40	27	38		p<.463
Mean Rank	51.6	58.7	50.4		

CHAPTER V

CONCLUSION

Discussion

A number of observations can be made from the findings of this survey. First of all, it seems that most students are either misinformed or unaware of certain aspects of homosexuality. In spite of the recent evidence available in the literature, a significant percentage are "undecided" about or believe that: (1) homosexuals were seduced in adolescence by a much older person of the same gender (67%); (2) homosexuals are mentally ill (39%); (3) gay people are unhappy people, leading unproductive lives (55%); (4) a homosexual orientation is a "choice" one makes (89%); (5) in most gay couples, one assumes the male role and one assumes the female role (80%); (6) homosexuals can be easily identified (42%); (7) gay people are involved in child molestation (50%); (8) if legal sanctions against homosexuality were removed, it would increase (56%); (9) there is a good success rate of "changing" homosexuals into heterosexualt (66%); and (1) most homosexuals want to be members of the opposite sex (55%).

Perhaps the most revealing information is that approximately 43% of the respondents agreed with the statement that teachers who regard homosexuality in a negative way should be

able to request that the homosexual student enroll in another class. This provokes a challenging question as to where these students would go. This also suggests a significant lack of tolerance on the part of these future teachers. Furthermore, about 25% of the respondents said they could not deal openly and fairly with a gay student. Also noteworthy is the fact that while 67% believe that it would be a worthwhile goal to restore or establish self-esteem and self-confidence in the gay student, yet only 49% believed a teacher should help the gay person feel comfortable with his/her sexual orientation. This seems to indicate a lack of understanding about how coming to terms with one's own sexuality affects self-esteem and identity (especially in the adolescent years).

It is notable, however, that while the respondents were reporting these "gut reactions," they seem to be expressing a desire to know and understand this issue better. A clear majority (80%) disagreed with the statement that most teachers in Texas are adequately trained to understand the gay adolescent. One interpretation of this is that they would be willing to support a course in teacher preparation programs that would familiarize future teachers with the various aspects of this phenomenon. The fact that approximately 60% disagreed with the idea of not having units of study on homosexuality in schools that offer sexuality/family life courses lends credence to this interpretation.

These results also give hints as to how these future teachers will interact with fellow teachers who may be gay.

Forty-five percent reported that they were uncertain or knew they could not have a homosexual as a friend. Similarly, 37% believe that gay people should not be allowed to teach in public schools. It is possible to interpret these points as meaning that conflict may arise among the faculty if a gay person is on the staff.

The most influential demographic influence on the responses, relative to "knowledge" and "attitude," appears to be SES. Students from a higher socio-economic background scored significantly higher than students from a lower socio-economic in "knowledge" and "attitude." This probably explains why students attending private universities were more liberal in their attitudes than were students from state supported universities.

There is no clear indication as to why non-Christians and students from large urban centers would be more knowledgeable about homosexuality, yet not be significantly different in attitudes as well. But as Allport states, "Tolerance does not always keep pace with knowledge."[1] Even though people may "know" that certain myths about homosexuality may be untrue, it is possible that a "change of heart" has not yet occurred.

The fact that physical education students did not score higher in "knowledge" and "attitude" could be attributed to the fact that the state certification board now

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[1]Allport, op. cit., p. 433.

separates the physical education degree from a degree in health. When this study was initiated, the writer thought physical education students taught health in high schools and therefore would have received instruction about adolescent sexuality and homosexuality. If health majors participated in this survey they perhaps would have reported "other" as their major teaching field which would not be distinguishable in the correlation between MTF and "attitude" and "knowledge."

"Experience" may have been the key factor in determining why persons who had reported at least one homosexual experience, were bisexual, or gay registered significantly higher in attitude. Perhaps they knew they were not "bad" people themselves and that they knew some of the common misunderstandings about homosexuality were not true in their own lives.

Summary

The central character in this educational issue is the gay adolescent. As the authors state in the text, Psychology of Adolescents for Teachers:

> The teacher who works with adolescents needs to understand, among other things, the nature of the transition period through which adolescents pass, the special needs and developmental tasks of adolescents . . . the effects of somatic variation on adolescent behavior . . . and special problems arising out of sexual maturation.[2]

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[2]G. M. Blair and R. S. Jones, Psychology of Adolescents for Teachers (New York: Macmillan Co., 1964), pp. 3-4.

Teachers in middle school, junior high, and high school have a responsibility to help young people when their pubertal changes are making girls and boys more sexually aware. "At this time students are often upset or embarrassed about what is happening to their bodies and uncertain about how to deal with their sexual awakening."[3] Teachers can provide valuable information to young students about their bodies and about the decisions they face in dealing with sexuality.

The student who is confronting his/her homosexuality needs to have teachers who understand and are empathetic toward the situation. Fear of discovery and embarrassment can be traumatic. Discovery can lead to rejection and ridicule, which, coupled with guilt and anxiety, could create additional stress. Whenever a teenager's discomfort over homosexuality impedes his/her growth or achievement, the issue of homosexuality does indeed become important to the teacher. As professionals, they must be prepared to show openness in discussing these concerns with students on their own or in conjunction with the school counselor.[4] They also must monitor personal bias reaction that could be destructive to the student relationship and be able to maintain the same dimensions of physical, intellectual, and emotional intimacy they would maintain with heterosexual students.

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[3]Marion Howard, "How Can Classroom Teachers Help," Today's Education, Vol. 67, No. 1 (1978), pp. 62-66.

[4]Lewis E. Patterson and James R. Sikler, "Teachers as Helpers: Extending Guidance Contact, School Counselor, Vol. , No. 2 (1974), pp. 113-120.

What clearly emerges from this study is that future teachers in the North Texas area are inadequately trained to meet the challenge of homosexuality in education today. This appears critical because, as a facilitator of learning, concerned with the academic, social, psychological and emotional development of students, it is important that secondary school teachers be acquainted and exposed to the most recent information about human sexuality--including homosexuality. As David Brown states, "It is evident that there is need for extensive educational programs for both professionals and lay people to help them become more accepting and less paranoid regarding homosexuality."[5]

Various options are available to improve the situation, however. One idea would be to provide inservice training at the district level for all secondary school teachers which specifically deal with the issue of homosexuality and the gay adolescent. Another is the publication by the district of brochures and pamphlets that address this subject. Furthermore, a special consultant could be hired to do this training and develop the necessary materials. Teacher education programs in colleges and universities have a responsibility, too, of insuring that the courses they offer address this issue and that educational research is begun to investigate the problem.

It seems paradoxical that the very profession that

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[5]Brown, op. cit., p. 328.

purports to be the "salvation" of civilized society is so negligent when it comes to understanding the homosexual issue. Perhaps theologian Paul Tillich supplies an adequate response when he states, "The passion for truth is silenced by answers which have the weight of undisputed authority."[6] Eudcators, like others in society, sometimes hold to traditional values and mores of society and accept answers to questions that may be convenient but not correct. But teachers in their profession have an important responsibility to be that cutting edge in society when it comes to sorting and redefining new data and information. This is especially true in regard to human sexuality. Along with other responsible adults, "we must allow ourselves the time and the openness to examine exactly what our anxieties are, to consider that long-held and often subconscious attitudes and beliefs may be wrong and to develop a new perspective toward human sexuality."[7] Only then will we be able to accurately state we are educating the "total" child.

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[6]Paul Tillich, quoted in Thomas Harris, I'm O.K., You're O.K. (New York: Avon, 1967), p. 38.

[7]Betty Fairchild, "When Your Child Is Gay," in L. Richmond and G. Noguera, Gay Liberation Book (Palo Alto, California: Ramparts Press, 1977), p. 67.

APPENDIX A

A SURVEY OF ATTITUDES AND KNOWLEDGE ABOUT HOMOSEXUALITY

The following list of statements reflect opinions, attitudes, and value orientation about homosexuality. Please indicate which response most closely reflects your personal feeling toward each statement. For each statement, circle the number next to the response closest to your opinion of the statement. Read all statements carefully before selecting your answer.

You are being asked to participate in a survey anonymously. A few of the statements, however, are of a personal nature. If at any time while you are responding to these statements you would choose to withdraw from participation you are free to do so.

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1. Most studies indicate that homosexuality is a result of hereditary determinates.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2. A homosexual person usually has an excessive amount of the opposite sex's sex hormones in his/her physiological structure.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

3. A dominant parent of the opposite sex is frequently a part of the homosexual's background.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4. Homosexuality in males often results because men do not like women, are afraid of them, or cannot establish good relationships with them.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

5. Homosexuality most frequently is a symptom of fear and inhibition of heterosexual expression.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

6. Studies have shown that a majority of homosexuals were seduced in adolescence by a person of the same sex - usually several years older.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

7. Adolescents who know several homosexual teachers will be strongly influenced to be homosexual.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

8. A homosexual orientation is not established, even unconsciously, before the age of 12.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

9. Homosexuality is a result of sin in a person's life.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

10. As a group, homosexuals, due to their sexual orientation, are more likely to need professional counseling than are heterosexuals.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

11. Most homosexuals are mentally ill.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

12. Studies indicate that most homosexuals are happy and lead productive lives.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

13. Most teachers in Texas are adequately trained to understand the homosexual adolescent.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

14. Homosexuals persons should be allowed to teach in public schools in Texas.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

15. A teacher who regards homosexuality in a negative way should be able to request that the homosexual student enroll in another class.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

16. It would be difficult for you to deal fairly and openly with an avowed homosexual student.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

17. A teacher should help the homosexual feel comfortable with his/her orientation.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

18. It would not be a worthwhile goal for a teacher to restore or establish self-esteem and self-confidence in the homosexual student.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

19. Public school curriculiums that offer sexuality/family life courses should <u>not</u> include a short (maximum of two hours) study of homosexuality.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

20. Texas public school curriculum should include a family life course that includes a unit on human development and sexuality.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

21. If such a course is offered (see previous statement): Pick one <u>or</u> more.

A. Pro-homosexual and anti-homosexual instructional strategies should be utilized.

B. Research projects on homosexuality should be permitted.

C. Role-playing should be utilized.

D. Values education exercises should be optional parts of the lesson.

E. Completely individualized materials should be offered as an option.

22. A person becomes a homosexual (develops a homosexual orientation) because he/she chooses to.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

23. Research indicates that homosexuals experience stronger sex drives than do heterosexuals.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

24. Most homosexuals will seduce heterosexuals if given the opportunity.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

25. The typical homosexual can easily be identified.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

26. In homosexual partnerships, one individual assumes the "male" role and the other assumes the "female" role.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

27. I could not have a homosexual as a friend.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

28. Most homosexuals cannot be trusted.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

29. Research has shown that most prostitutes are lesbians.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

30. Homosexual males are more likely to seduce young boys than heterosexuals males are likely to seduce young girls.

1	2	3	4	5
Strongly agree	Agree	Undecided	Disagree	Strongly Disagree

31. If legal sanctions against homosexuals were removed, homosexuality would increase.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

32. Research has indicated that there is a good success rate of "changing" homosexuals into heterosexuals.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

33. Most homosexuals want to be members of the opposite sex.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

34. I just can't see what homosexuals are complaining about; if they would just leave the heterosexuals alone there wouldn't be a problem.

1	2	3	4	5
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

THE FOLLOWING INSTRUCTIONS PERTAIN TO QUESTIONS 35 - 43: Answer these question "yes" or "no", using the scale below.

1 = Yes
2 = No

35. Have you had contact with members of your own sex which resulted in erotic arousal or psychic responses?

1 = Yes 2 = No

36. Have you had incidental homosexual contacts which involved physical or psychic responses without physical contact?

1 = Yes 2 = No

37. Within a given period of time, is the amount of your heterosexual experiences greater than your homosexual experiences?

1 = Yes 2 = No

38. Do you accept and equally enjoy both homosexual and heterosexual experiences?

1 = Yes 2 = No

39. Do you have more homosexual activity and/or psychic reactions while still maintaining a fair amount of heterosexual activity?

1 = Yes 2 = No

40. Are you almost entirely homosexual in your physical activity and/or psychic reactions but have incidental experiences with the opposite sex?

1 = Yes 2 = No

41. With regard to overt experiences and psychic reactions, are you ever aroused by heterosexual stimuli?

1 = Yes 2 = No

42. Are you a member of a club or organization whose membership is predominantly heterosexual?

1 = Yes 2 = No

43. Are you a member of a club or organization whose membership is predominantly homosexual?

1 = Yes 2 = No

FOR QUESTIONS 44 - 50, PLEASE CIRCLE THE APPROPRIATE RESPONSE

44. Sex:

1 = Male

2 = Female

45. Major teaching field

1 = Language Arts

2 = Social Sciences

3 = Mathematics

4 = Sciences

5 = Business

6 = Physical Education

7 = Other

46. Taking everything into consideration, would you say that you are or have:

1 = Very religious

2 = Above average religious interest

3 = Average religious interest

4 = Below average religious interest

5 = Not religious at all

47. My religious affiliation is:

1 = Protestant

2 = Catholic

3 = Jewish

4 = Other (specify) _____

5 = None

48. My family's income during my senior year in high school approximately was

1 = Under $10,000

2 = $10,000 - $19,999

3 = $20,000 - $39,999

4 = $40,000 - $69,000

5 = $70,000 - $99,000

6 = $100,000 and over

49. Have you ever participated in a human sexuality course in high school or college in which homosexuality was discussed?

1 = Yes 2 = No

50. The size of your home town is:

1 = Under 5,000

2 = 5,000 to 24,999

3 = 25,000 to 49,999

4 = 50,000 to 99,999

5 = 100,000 to 249,999

6 = 250,000 to 499,999

7 = 500,000 to 999,999

8 = 1,000,000 or over

51. You attend a:

1 = state supported university

2= privately supported university

APPENDIX B

Count
Row Pct
Col Pct
Tot Pct

Chi-Square Tabulations--Knowledge

	Low	Medium	High	Row Total
SO				
Group 1	3	6	6	15
	20.0	40.0	40.0	13.9
	9.4	13.0	20.0	
	2.8	5.6	5.6	
Group 2	29	40	24	93
	31.2	43.0	25.8	86.1
	90.6	87.0	80.0	
	26.9	37.0	22.2	
Column Total	32	46	30	108
	29.6	42.6	27.8	100.0
		Significance =		.4701
SEX				
Male	10	13	10	33
	30.3	39.4	30.3	30.8
	32.3	28.3	33.3	
	9.3	12.1	9.3	
Female	21	33	20	74
	28.4	44.6	27.0	69.2
	67.7	71.7	66.7	
	19.6	30.8	18.7	
Column Total	31	46	30	107
	29.0	43.0	28.0	100.0
Number of missing variations=1		Significance =		.8780
MTF				
Physical Education	23	34	27	84
	27.4	40.5	32.1	78.5
	74.2	73.9	90.0	
	21.5	31.8	25.2	
Others	8	12	3	23
	34.8	52.2	13.0	21.5
	25.8	26.1	10.0	
	7.5	11.2	2.8	
Column Total	31	46	30	107
	29.0	43.0	28.0	100.0
Number of missing variations=1		Significance =		.1954

Count
Row Pct
Col Pct
Tot Pct

	Low	Medium	High	Row Total
RI				
Very Relig.	14	10	8	32
	43.8	31.3	25.0	30.5
	46.7	22.2	26.7	
	13.3	9.5	7.6	
Above Avg.	7	15	3	25
	28.0	60.0	12.0	23.8
	23.3	33.3	10.0	
	6.7	14.3	2.9	
Average	9	16	14	39
	23.1	41.0	35.9	37.1
	30.0	35.5	46.7	
	8.6	15.2	13.3	
Below Avg.	0	3	4	7
	0	42.9	57.1	6.7
	0	6.7	13.3	
	0	2.9	3.8	
Not Relig.	0	1	1	2
	0	50.0	50.0	1.9
	0	2.2	3.3	
	0	1.0	1.0	
Column Total	30	45	30	105
	28.6	42.9	28.6	100.0

Number of missing observations = 3 Significance = .0833

RA				
Protestant	23	36	15	74
	31.1	48.6	20.3	70.5
	79.3	78.3	50.0	
	21.9	34.3	14.3	
Catholic	5	7	6	18
	27.8	38.9	33.3	17.1
	17.2	15.2	20.0	
	4.8	6.7	5.7	
Jewish	1	3	9	13
	7.7	23.0	69.2	12.4
	3.4	6.5	30.0	
	1.0	2.9	8.6	
Column Total	29	46	30	105
	27.6	43.8	28.6	100.0

Number of missing observations = 3 Significance - .0094

Count / Row Pct / Col Pct / Tot Pct	Low	Medium	High	Row Total
SOCE				
Under $10,000	16	13	10	39
	41.0	33.3	25.6	38.6
	57.1	29.5	34.5	
	15.8	12.9	9.9	
$10,000 to $20,000	10	20	8	38
	26.3	52.6	21.1	37.6
	35.7	45.5	27.6	
	9.9	19.8	7.9	
$20,000	2	11	11	24
	8.3	45.8	45.8	23.8
	7.1	25.0	37.9	
	2.0	10.9	10.9	
Column Total	28	44	29	101
	27.7	43.6	28.7	100.0

Number of missing observations = 7 Significance = .0288

HSC				
1.	13	20	11	44
	29.5	45.5	25.0	41.5
	43.3	43.5	36.7	
	12.3	18.9	10.4	
2.	17	26	18	61
	27.9	42.6	29.5	57.5
	56.7	56.5	60.0	
	16.0	24.5	17.0	
Column Total	30	46	30	106
	28.3	43.4	28.3	100.0

Number of missing observations = 2 Significance = .5895

Count Row Pct Col Pct Tot Pct	Low	Medium	High	Row Total
POP				
Under 5,000	15	19	6	40
	37.5	47.5	15.0	38.1
	50.0	42.2	20.0	
	14.3	18.1	5.7	
5,000 to 25,000	6	11	10	27
	22.2	40.7	37.0	25.7
	20.0	24.4	33.3	
	5.7	10.5	9.5	
25,000 to 50,000	9	15	14	38
	23.7	39.5	36.8	36.2
	30.0	33.3	46.7	
	8.6	14.3	13.3	
Column Total	30	45	30	105
	28.6	42.9	28.6	100.0

Number of missing observations = 3 Significance = .1771

SPU				
State Sup.	21	33	20	74
	28.4	44.6	28.0	69.8
	70.0	71.7	66.7	
	19.8	31.1	18.9	
Private	9	13	10	32
	28.1	40.6	31.3	30.2
	30.0	28.3	33.3	
	8.5	12.3	9.4	
Column Total	30	46	30	106
	28.3	43.4	28.3	100.0

Number of missing observations = 2 Significance - .8948

Chi-Square Tabulations--Attitude

SO				
Homo. Or.	1	8	6	15
	6.7	53.3	40.0	13.9
	3.1	15.7	24.0	
	.9	7.4	5.6	
Hetero.	31	43	19	93
	33.3	46.2	20.4	86.1
	96.9	84.3	76.0	
	28.7	39.8	17.6	
Column Total	32	51	25	108
	29.6	47.2	23.1	100.0

Significance - .0681

Count / Row Pct / Col Pct / Tot Pct	Low	Medium	High	Row Total
SEX				
Male	11	17	5	33
	33.3	51.5	15.2	30.8
	35.5	33.3	20.0	
	10.3	15.9	4.7	
Female	20	34	20	74
	27.0	45.9	27.0	69.2
	64.5	66.7	80.0	
	18.7	31.8	18.7	
Column Total	31	51	25	107
	29.0	47.7	23.4	100.0

Number of missing attitudes = 1 Significance = .3986

MTF				
Physical Education	22	41	21	84
	26.2	48.8	25.0	78.5
	71.0	80.4	84.0	
	20.6	38.3	19.6	
Other	9	10	4	23
	39.1	43.5	17.4	21.5
	29.0	19.6	16.0	
	8.4	9.3	3.7	
Column Total	31	51	25	107
	29.0	47.7	23.4	100.0

Number of missing observations = 1 Significance = .4496

RI				
Very Relig.	13	14	5	32
	40.6	43.8	15.6	30.5
	44.8	27.5	20.0	
	12.4	13.3	4.8	
Above Avg.	5	14	6	25
	20.5	56.0	24.0	23.8
	17.2	27.5	24.0	
	4.8	13.3	5.7	
Average	8	20	11	39
	20.5	51.3	28.2	37.1
	27.6	39.2	44.0	
	7.6	19.0	10.5	
Below Avg.	1	3	3	7
	14.3	42.9	42.9	6.7
	3.4	5.9	12.0	
	1.0	2.9	2.9	
Not Relig.	2	0	0	2
	100.0	0	0	1.9
	6.9	0	0	
	1.9	0	0	
Column Total	29	51	25	105
	27.6	48.5	23.8	100.0

Number of missing variations = 3 Significance = .1643

Count / Row Pct / Col Pct / Tot Pct	Low	Medium	High	Row Total
RA				
Protestant	19	41	14	74
	25.7	55.4	18.9	70.5
	63.3	82.0	56.0	
	18.1	39.0	13.3	
Catholic	6	5	7	18
	33.3	27.8	38.9	17.1
	20.0	10.0	28.0	
	5.7	4.8	6.7	
Non-Christian	5	4	4	13
	38.5	3018	30.8	12.4
	16.7	8.0	16.0	
	4.8	3.8	3.8	
Column Total	30	50	25	105
	28.6	47.6	23.8	100.0

Number of missing observations = 3 Significance = .1504

SES				
Under $20,000	16	15	9	39
	41.0	35.9	23.1	38.6
	57.1	29.2	36.0	
	15.8	13.9	8.9	
$20,000 to $40,000	10	20	8	38
	26.3	52.6	21.1	37.6
	35.7	41.7	32.0	
	9.9	19.8	7.9	
$40,000 and Over	2	14	8	24
	8.3	58.3	33.3	23.8
	7.1	29.2	32.0	
	2.0	13.9	7.9	
Column Total	28	48	25	101
	27.7	47.5	24.8	100.0

Number of missing observations = 7 Significance = .0705

HSC				
1.	9	27	8	44
	20.5	61.4	18.2	41.5
	30.0	52.9	32.0	
	8.5	25.5	7.5	
2.	21	24	17	62
	34.4	37.7	27.9	58.5
	70.0	47.1	68.0	
	19.8	22.6	16.0	
Column Total	30	51	25	106
	28.3	48.1	23.6	100.0

Number of missing observations = 2. Significance = .1444

Count / Row Pct / Col Pct / Tot Pct	Low	Medium	High	Row Total
POP				
Under 50,000	10	23	7	40
	25.0	57.5	17.5	38.1
	34.5	45.1	28.0	
	9.5	21.9	6.7	
50,000 to 499,999	7	10	10	27
	25.9	37.0	37.0	25.7
	24.1	19.6	40.0	
	6.7	9.5	9.5	
500,000 and Over	12	18	8	38
	31.6	47.4	21.1	36.2
	41.4	35.3	32.0	
	11.4	17.1	7.6	
Column Total	29	51	25	105
	27.6	48.6	23.8	100.0

Number of missing observations = 3 Significance = .3396

SPU				
State Sup.	20	42	12	74
	27.0	56.8	16.2	69.8
	66.7	82.4	48.0	
	18.9	39.5	11.3	
Private	10	9	13	32
	31.3	28.1	40.6	30.2
	33.3	17.6	52.0	
	9.4	8.5	12.3	
Column Total	30	51	25	106
	28.3	48.1	23.6	100.0

Number of missing observations = 2 Significance - .0083

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